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ABSTRACT

The fifth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on military management and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic and linear text with discussion sections and criterion quizzes. EM 010 430 and EM 010 431 are parts two and three of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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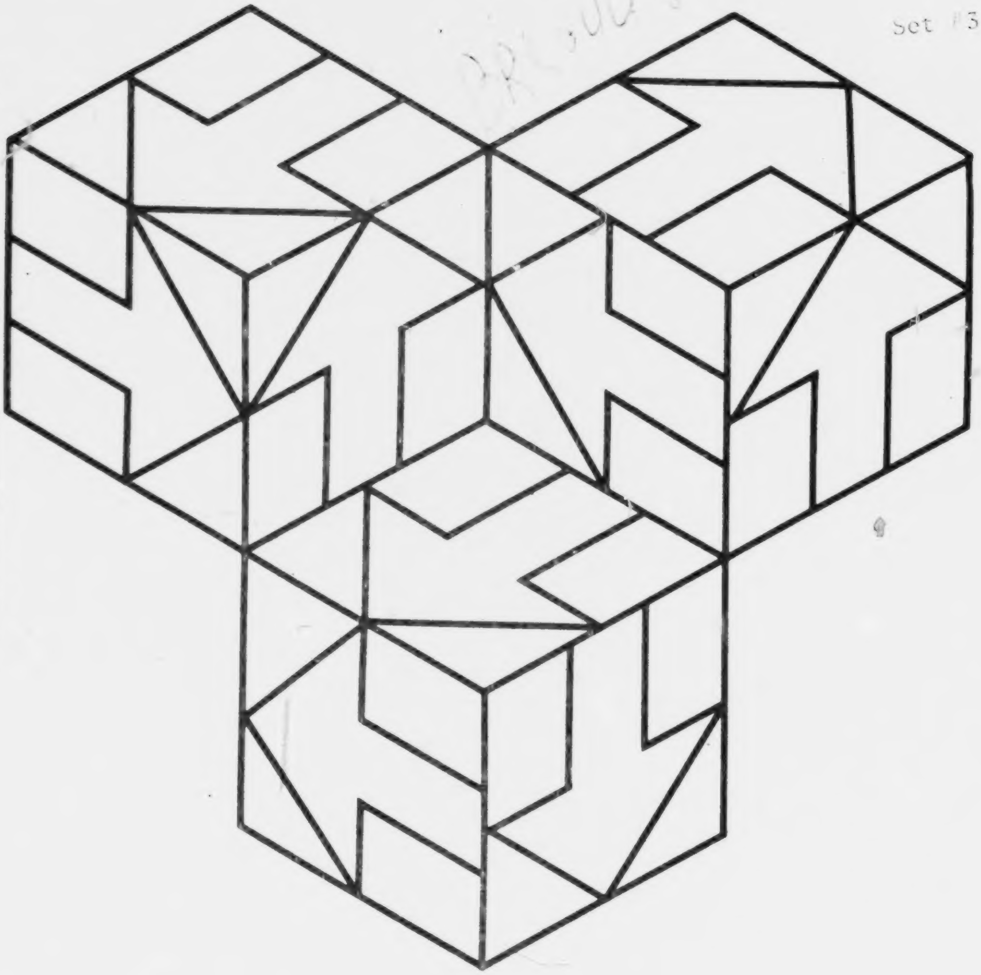

Introduction To Psychology And Leadership

Volume V-A

Military Management

EM 010 429

ED 071287

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segments I, II, III, IV, V, & VI

Volume V-A

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment I
Introduction to Management and the Management Process

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"Military management may be defined as the vital spark that activates, directs, and controls the military organization to the end that its objectives are accomplished."*
>
> *John Robert Beishline*
> *1950*

The study of military management begins with this segment. You will see how the material on individual and group behavior and on communication begins to be coordinated and used in the process of management. You will be introduced to the management wheel in which the hub of the wheel represents the objectives, the outer rims show the functions, and the spokes show the components.

The whole area of military management to be studied in the next few segments is the field of endeavor in which you will spend the majority of your time as a commissioned officer. Familiarity with the principles involved, and with the factors that must be considered when coordinating the efforts of other people to accomplish an objective, is a must if you are to function properly as an officer in the Naval service.

The material in this segment and in Segments II and III will be presented in the Syndactic Text format with which you are already familiar.

INTRODUCTION TO MANAGEMENT AND THE MANAGEMENT PROCESS

Summary 1

Concept of Management and Historical Influences

OVERVIEW: In the Far East, aircraft carriers of the U. S. Navy are performing assigned duties with our 7th Fleet. These carriers represent a complex shipboard organization with some 3000 to 4000 personnel aboard during deployment. Whether it be the nuclear-powered Enterprise, or conventionally powered ships of the Forrestal class, each of these ships requires cooperative efforts in order to perform its duties successfully. The ships accomplish their objectives because of the coordinated efforts of many people and resources.

Such cooperative effort and effective use of resources is accomplished by proper management, a component of Naval Leadership as introduced in Part 1. Within the Naval organization, individuals and groups are both seeking to reach some goal. Activity is intended to be purposeful. For example, the electronics technician, repairing some of the modern radar equipment aboard his ship, is goal-directed. He wants to fix that equipment and gains personal satisfaction from doing the job well.

Management first came into existence when it was realized that some goals were achieved more readily by a group than by one person. Clearly, it takes the cooperative effort of several people to make an effective gun crew. The process of management takes place on a submarine, aboard a destroyer, or even in a small motor whale boat.

Some Attributes of Management

What are some of the attributes of management? Many authors, including George R. Terry, have written on this subject. Terry distinguishes three major characteristics: (1) that management is a distinct entity; (2) that management is a dynamic unseen force; and (3) that management is exercised through groups of people.

Let's consider that first characteristic. Management is a process which is distinct and unlike any other process. It is a series of basic and interrelated functions or activities. You will be studying military management in greater detail in the next segments. By proper application of effort and study you can acquire skill in the application of the management process.

Now, let's consider Terry's second characteristic of management--that it is a dynamic, unseen force which is essentially intangible. Despite its intangibility, its results are clearly evidenced by high morale, informed subordinates, orderliness, and high productivity. Consider a well-managed CIC plotting team. Work output is in evidence, and the petty officer of the watch has a well-organized team. Under these conditions of good management, things go smoothly. On the other hand, with mismanagement, or lack of management, things get fouled up. Mismanagement is quickly noticed, whereas good management generally goes unnoticed.

Terry's third characteristic is that management is exercised through people. Consider the Battalion and Main Office watches. The MCBO or MCMO has a much easier time of it when he succeeds in having all the members of his watch function effectively and collectively. He accomplishes his tasks through the work of everyone in the office. Working together, watch members can accomplish much more than they can individually, even though they may be working on different tasks and in different parts of the office or the Hall. A continuity of effort is achieved by the management of the midshipman in charge.

The company mate, however, is not a manager. He accomplishes his tasks alone. He sorts the mail, and takes and delivers messages, but he performs no management himself, as he works alone and without the help of others. Similarly, there is no management involved in your taking care of your personal checking account. If it is a joint account, as you'll probably find out later, that does involve management!

In Part One you learned that in the military, management is considered the science of employing men, money, material, and time in the economical and effective accomplishment of the mission. Those who perform this process are managers/leaders.

Historical Influences on Management

Management is not a 20th Century phenomenon. It is a practice which dates back to antiquity. The early civilizations of Egypt, Greece, and Rome used management principles of chain of command and delegation of authority. The organization of human efforts is exemplified in the Greek triremes during their galley wars against the Persians. The oarsmen, and there were up to 200, were trained to precision, responding to the beat of the drum. The classic victory of the Greeks against the Persians at Salamis in 480 B.C. was achieved, in part, because of the effective organization and administration of the Greek Navy under Themistocles.

Most management theorists would agree that military organizations have developed many of the present-day management principles. Among these are the chain of command relationships, e.g., the scalar principle, which are outlined on organizational charts. The chart in Figure 1 on page 6 shows the organization at the Naval Academy, with the Superintendent at the top and lines of authority extending down through the chain of command. The military is also credited with the staff principle, and with improved techniques of communicating plans and objectives to subordinates.

Management as a Science

We have seen that the management process dates back to the Greeks, but it is only within the last century that a systematic analysis of management and theories of management have been developed.

The man who is credited as the founder of modern scientific management is Frederick W. Taylor. Taylor was interested in analyzing tasks, and he studied in detail the amounts of time taken to perform each particular operation in an industrial task. His work led to the now common term "time and motion study." Taylor was attempting to show how the movements of the body could be improved to bring about an increased productivity of work. His textbook, a milestone in management study, was entitled "Common Sense Applied to Motion and Time Study." In stressing efficiency, however, Taylor ignored the human factor in management. Taylor's principal contribution to management theory was his insistence upon the application of the scientific method.

Henri Fayol, a contemporary of Taylor and a French industrialist concluded that there was a single "administrative science" whose principles could be used in all management situations no matter what type of organization was being managed.

Among the more important principles or guides he developed were: unity of command, unity of direction, responsibility equal to authority, and esprit de corps. (Dale: Management Theory and Practice, 1965, Pages 194-199).

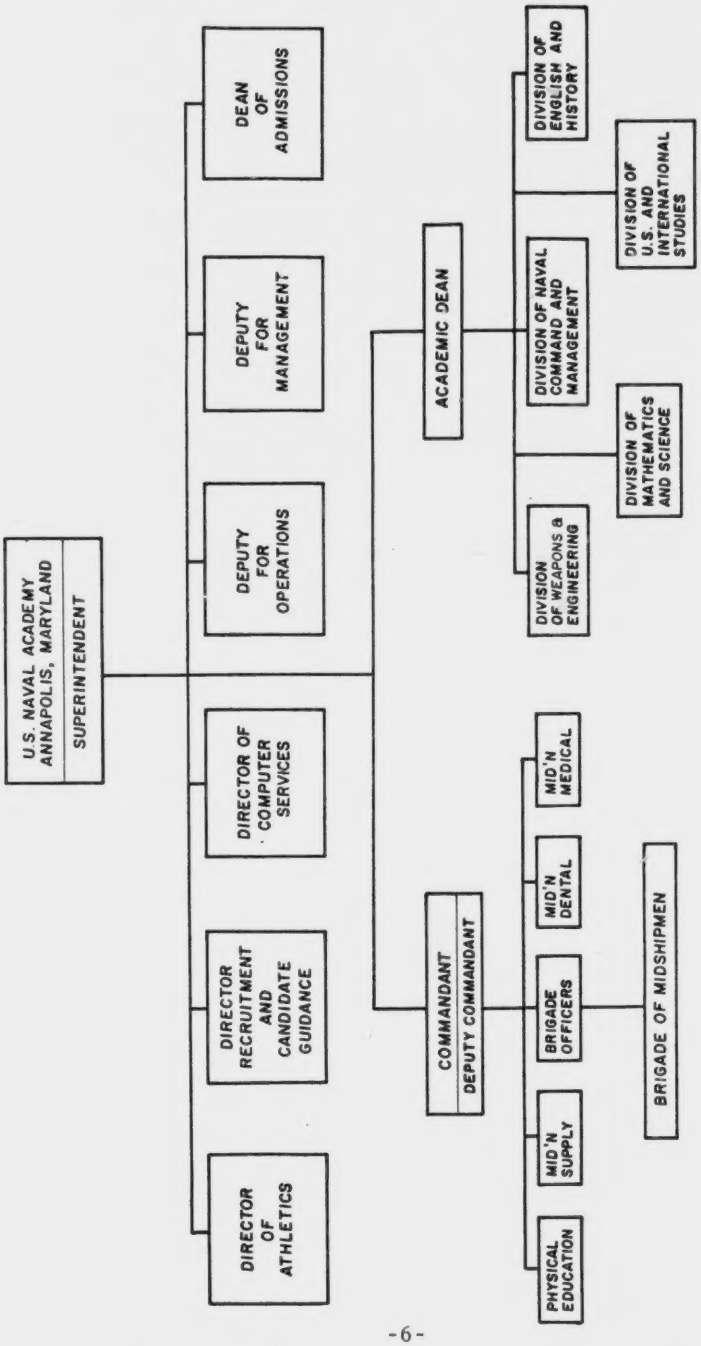
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FIGURE I

More recently, Elton Mayo conducted research which intended to examine the effect of working conditions on productivity. His studies revealed that the employee's perception of his relationship with his employer was of greater importance to him than were the actual working conditions.

It is not possible to develop here the entire history of management. It suffices to say that scientific management as Taylor introduced it showed insufficient regard for the worker. Influenced by such people as Mayo and such groups as the trade unions, industry's approach to achieving productivity has shifted and the importance of the worker is now emphasized.

This is the end of Summary 1. Now take Summary Pre-Quiz 1 on the next page.

Summary Pre-Quiz 1

Concept of Management and Historical Influences

Answer the following questions as indicated in your Student Guide.

---

1. Which paragraph best describes the concept of management?

   a. Management is the dynamic process used to accomplish objectives that require the coordinated efforts of people and the use of resources--time, money, material.

   b. Management is the technique by means of which the purposes and objectives of a particular group are determined, clarified and attained.

   c. Management is a dynamic process involving guidance, leadership, and control of a group of individuals toward a common goal.

   d. Management is a process carried out by a manager who provides force or direction that combines static resources--time, money, material--into a functioning, productive organization.

2. Which example best illustrates the concept of management?

   a. Mr. Rindone is a fruit peddler who owns and operates his own push cart. In his work, he comes into contact with single individuals, as well as groups of people. To conduct his business efficiently, he must plan ahead--he must anticipate the needs of his customers and be prepared to satisfy these needs. And he must determine various courses of action to follow, as well as attend to other decision-making matters.

   b. The U. S. consulate in a foreign country is attacked by a disorganized anti-American mob. Their objective is to wreak as much havoc and destruction as they can. The mob's actions are haphazard. The efforts of some are focused on tearing brick from the street; others are busy smashing windows and breaking down gates.

   c. Several circus roustabouts are given the job of erecting a large tent. Before proceeding with the job, one of the roustabouts sizes up the situation. After determining the best procedure to follow, he directs and unites the efforts of the others in accomplishing the job. The activities involved include spreading the dismantled tent on the ground, pounding in tent stakes, straightening ropes, aligning tent poles, and various other activities.

   d. A stock room clerk has the task of taking inventory of all the goods and materials on hand. He proceeds to accomplish his objective by systematically making a list of equipment and other supplies available and determining what articles need replenishing or repair.

---

3. Which correctly lists some of the management practices which can be traced back through history?

   a. Econometrics, chain of command, scalar principle

   b. Scalar principle, staff principle, delegation of authority

   c. Programing, PERT, scientific method

   d. None of the above

4. Which statement correctly describes the management philosophy of Elton Mayo?

   a. Man at work is entirely an economic man; he will work harder only if he can improve his economic position by doing so.

   b. Management is partially a science. Exact scientific knowledge and methods are everywhere, and they will, sooner or later, replace rule-of-thumb.

   c. Employees make up a group of unorganized individuals, each of whom acts in a manner designed to serve his self-interest; thus the management-employee relationship is primarily contractual in nature.

   d. Management must take into consideration the significance of human relations in organizational behavior. Employees are more contented and productive if they can belong to a cohesive and stable work group that satisfies their need for "belonging."

---

5. Which individual is considered to have developed the important principles or guides of unity of command, unity of direction, responsibility equal to authority and esprit de corps.

   a. Henri Fayol

   b. Ethan Maynard

   c. Elton Mayo

   d. Frederick W. Taylor

Now check your answers on page 12.

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. a
2. c
3. b
4. d
5. a

If all your answers are correct, read Summary 2 on page 37. If you missed one or more questions, turn to page 13 and go through Programed Sequence 1.

Programed Sequence 1

Concept of Management and Historical Influences

OVERVIEW: It is evident that a great many of man's goals are beyond his capacity to attain alone, and must be sought through cooperative effort by groups of people. Such cooperative efforts began spontaneously, no doubt, as group responses to common needs. The practice of management--which deals with setting goals, and organizing and coordinating group activities so that goals are attained--has therefore existed in some form since the beginning of human society. The study of management, on the other hand, as a distinct body of knowledge, is of fairly recent origin.

In the frames that follow, you will learn to identify three specific attributes of management which will lead you to a definition of the term. The three attributes are as follows:

1) It is a distinct entity.
2) It is a dynamic, unseen force.
3) It is exercised through groups of people.

1 Management is a distinct entity in the sense that it consists of a body of knowledge--theory, skills, techniques--which one can study and learn to apply. In this sense, it qualifies as an academic discipline.

To refer to management as a "distinct entity," then, is really an attempt to make clear:

a. That it contains a body of theory
b. That it is not simply a conglomeration of different views on management practices
c. Both of the above
d. None of the above

---

2 This body of knowledge that comprises management has to do with a number of basic, interrelated functions which together constitute a process. "Process" suggests a sequence of actions (or functions) leading to a particular result.

Thus, when we say that management is a process, we are implying:

a. That it is somewhat nebulous
b. That it is directed toward a goal
c. Both of the above
d. None of the above

3 We said that management is a distinct entity. It can be identified as the dynamic process by which objectives that require the coordinated efforts of people and resources (time, money, material) are accomplished.

Which of the following, then, would involve management? (As we use the term in this course)

a. Forward surface lookout aboard a cruiser
b. The midshipmen Company Mates in Bancroft Hall
c. Both of the above
d. None of the above

---

4 To recapitulate, we can say that management is a distinct entity; it is a body of knowledge having to do with a process; and, since it involves a process, it is goal-directed.

This being the case, which of the following describes management?

a. An entity that can be studied and its principles applied
b. A process carried out by people who exercise specific, interrelated functions for the purpose of attaining a goal
c. Both of the above
d. None of the above

5 If management can be viewed as an entity and a process with workings which can be studied and applied, it may also be described as a dynamic force that is intangible and largely invisible. Why? Because the process itself is inconspicuous where it succeeds. Successful management is evident from its results: informed subordinates, high morale, and adequate work output.

Thus, if you were asked to go into an organization completely unknown to you and evaluate its management, you might begin by:

a. Asking one of its top three or four officers for a detailed description of the managerial techniques used

b. Examining its production record, and observing and interviewing personnel on different levels of the hierarchy

c. Both of the above

d. None of the above

6 The process of management is inconspicuous or invisible, but the effect of management is not. The results of good management do not necessarily call attention to themselves. Informed subordinates and high morale contributing to adequate production levels simply allow an organization to attain its goals. Mismanagement, on the other hand, produces a more spectacular result: failure.

Thus we might say that management is analogous to which of the following?

a. An airline successfully completes a cross-country flight: all seats are filled, departure and arrival are on time.

b. The performance of a large orchestra under its conductor

c. Both of the above

d. None of the above

---

7 The process of management is analogous to an airline's operation of a cross-country flight: so long as the separate parts of the process function properly, the process itself is not noticeable. But if something fails, the results are spectacular. Similarly, management may be likened to a large orchestra performing under its conductor. (Perhaps this is not so good as the first analogy, since conducting, itself, is very conspicuous.)

Besides the fact that they are most noticeable when they fail, what else do the two examples have in common?

a. Both involve a number of elements working together as a unit

b. Both are characterized by a hierarchical arrangement of their parts

8 The process of management, too, is characterized by a number of parts working together. In management, the parts are people--groups of people, together with resources (money, materials, facilities). By definition, management involves a group effort toward a common goal. Objectives that are attainable by an individual do not, therefore, involve managerial effort--do not call for management.

Which of the following would involve the process of management?

a. Preparing a course homework assignment
b. Administering a personal bank account
c. Both of the above
d. None of the above

---

9 The process called management brings together a group or groups of people and resources (money, materials, facilities), and organizes them in a manner such as to attain the goals of the group it serves.

Which of the following is the better example of an activity involving management?

a. OOD conning ship in formation
b. OOD completing log entries
c. Both of the above
d. None of the above

10 We said earlier that the practice of management arose in connection with group efforts toward common goals. It is obvious that most of our economic goals are attained more efficiently through a group effort than by individuals working alone. This is true because, through the group, (1) resources can be amplified, (2) members can be dispersed in time and space, and (3) a continuity of effort can be maintained.

Which of the following activities would you expect to require management?

a. The SCUBA Club at the Naval Academy

b. Preparation of an after-dinner speech

c. Both of the above

d. None of the above

11 In summary, we can say the following of management:

> It is an entity consisting of a body of knowledge that can be studied and applied.
>
> This body of knowledge has to do with a distinct process leading toward a goal.
>
> This process is evidenced by its results, but is most conspicuous when absent.
>
> It is always exercised through groups of people, working with resources, to attain the goal.

Which of the following would you select as the better definition of "management?"

a. A body of knowledge involving groups of people which can be studied and applied.

b. An inconspicuous, but studiable process by which groups of people and resources are organized and conducted toward the attainment of objectives.

12 Which of the following examples describes a management situation?

a. ENS Jones works as a member of the cryptoboard. In this capacity ENS Jones assists the communications watch officer in the encryption and decryption of messages when the traffic load warrants. He draws the messages and accepts custody of them, and uses the necessary publications to determine proper methods to employ to encrypt or decrypt the messages. He then returns the messages to the proper custodian.

b. ENS Smith decides that the crew's quarters need repainting. He has CPO McMurray determine the total area to be painted. On receipt of this information, ENS Smith estimates the amount of paint, brushes and other supplies needed, and the number of men required to do the job. He tells CPO McMurray to call the men together, assign them their jobs and supervise their work. ENS Smith also checks periodically the quality of their work and the sufficiency of materials.

c. Both of the above

d. None of the above

---

13 Which of the following requires the process of management?

a. A hospital

b. A football game

c. Both of the above

d. None of the above

OVERVIEW: As mentioned earlier, the practice of management has existed in some form since the beginning of human society. In the following sequence, you will learn to identify some of the early sources from which the principles of management were derived. These sources are as follows:

(1) Nations of antiquity (Egypt, Greece, Rome, China)

(2) The world's great religious orders

(3) Military organizations

---

14 It is obvious that management, by our definition, must have been practiced since the earliest days of human cooperative effort.

Which of the following observations indicates the truth of that statement?

a. Management was needed to carry out a successful village hunting expedition.

b. Management was needed to plant or harvest village crops.

c. Both of the above

d. None of the above

15 Recognition of the importance of organization and administration--and thus management on a larger scale--dates at least as far back as the Egyptians of the 12th century B.C., and the ancient Chinese. The Greeks, but even more the Romans, developed their systems for organization and administration to a high degree of sophistication.

The fact that the Romans went further in this regard than any other ancient society helps to explain which of the following?

a. Why they succeeded for so long in governing so large an empire composed of so many diverse groups

b. Why their empire was invaded by barbarians

c. Both of the above

d. None of the above

---

16 Recognition by the Romans of the importance of organization and administration led to their use of the chain of command (the chain or "ladder" of direct authority relationships) and also to their use of delegation of authority. In fact, it has been said that their use of these principles permitted them to expand the city-state to the vast empire it became.

This seems perfectly plausible, since the use of chain of command and delegation of authority would naturally allow management to:

a. Extend its decision-making authority over a wide territory

b. Extend its decision-making authority from the highest official to the lower ranks

c. Both of the above

d. None of the above

17 One of the most important contributors to modern management principles has been the military. Military organization provided: (1) Chain of command relationships (scalar principle), (2) Staff principle, and (3) Improved techniques of direction.

Certain principles of organization and administration (such as the staff principle), are important to the military since they hold:

a. The responsibility for management of large groups of people

b. Only one principal objective

---

18 The scalar principle refers to a "ladder-like" system of chain of command relationships, reaching from the top level of authority to the lowest rank.

It is commonly associated with:

a. The functional relationship between the supply officer and personnel officer in the same organization

b. The functional relationship between a training officer and his counterpart in another unit

c. Both of the above

d. None of the above

19 The staff principle refers to the use of an advisory service or council composed of specialists (e.g., in personnel affairs, operations and training, logistics) who, although they manage their respective groups as they perform their special functions, nevertheless do not fit directly into the chain of command that reaches from top to bottom.

We might say that a staff:

a. Is directly responsible for accomplishing the central objectives of the organization

b. Is concerned primarily with a support service

c. Both of the above

d. None of the above

---

20 Military organizations are also credited with improving basic techniques of direction, such as that of communicating plans and objectives to subordinates.

Why do you suppose this is true?

a. The manner in which such aspects of management are carried out can result in victory or disaster.

b. Many lives depend on the successful fulfillment of this management function.

c. Both of the above

d. None of the above

21 In summary, then, we may say that the practice of management, in at least some rudimentary form, must be coincident with the earliest human cooperative effort, and that awareness of the importance of organization and administration can be traced to the nations of antiquity and to military organizations.

Some of the models suggested by these sources would include which of the following?

a. Delegation of authority
   Hierarchy of chain of command relationships

b. The staff principle
   The scalar principle
   Improved techniques of direction

c. Both of the above

d. None of the above

OVERVIEW: Despite the contributions of earlier models, the systematic analysis of management and the development of a theory of management did not begin until the 19th century. Among the important names in this development are those of three men whose contributions you will learn to identify in the following frames. These men were:

Frederick W. Taylor (1856-1915)
Henri Fayol (1841-1925)
Elton Mayo (1880-1949)

---

22 In 1911 Frederick W. Taylor published his historic Principles of Scientific Management, in which he emphasized, for the first time, the application of the scientific method to management problems. Taylor is generally regarded as the founder of modern scientific management.

One could deduce that he was concerned with:

a. Systematic analysis and the development of theory
b. Analysis of the history of management to discover applicable principles
c. Both of the above
d. None of the above

23 Taylor's goal was to increase the efficiency of men and machines through the application of scientific principles. Basic to the derivation and application of these principles was his use of time and motion studies, which were designed to identify a standard for what constitutes "a day's work." The time and motion study has been called the "cornerstone of scientific management."

From what has been said of Taylor, you might infer that he emphasized:

a. The "human side" of management

b. The mechanical and physiological side of management

c. Both of the above

d. None of the above

24 The fact is that Taylor's emphasis on mechanical and physiological aspects of management, at the expense of human factors, and the widespread use and abuse of his approach, led to a reaction which emphasized the human element. Part of this reaction, and a major development in management theory, centers around the contribution of Elton Mayo (1880-1949).

You may assume, then that Mayo emphasized:

a. The mechanical and physiological side of management

b. The "human side" of management

c. Both of the above

d. None of the above

25 Elton Mayo's research (in particular, the Hawthorne Studies) revealed the inadequacy of the traditional view of the management-employee contract--namely, its failure to recognize that people are motivated by various needs besides the desire for money.

From this we may infer that the traditional view of such management-employee relations had been based on the notion of the worker as:

a. A predominantly political being

b. A predominantly "economic man"

c. Both of the above

d. None of the above

---

26 In the course of experiments designed to show the importance of such factors as the work schedule and physical environment, Mayo discovered instead the preeminence of "social" factors. His research showed that workers respond to their total situation, including their own attitudes toward, and relations with, managers and fellow workers.

In other words, Mayo's work indicated:

a. That man has other needs that move him more forcefully than his desire for money

b. That workers are more productive if their desire for "belonging" to a cohesive and stable work group is satisfied

c. Both of the above

d. None of the above

Remember, as was pointed out in frame 24, Elton Mayo was primarily interested in the "human" side of management, whereas Frederick W. Taylor was interested in the mechanical and physiological side of management.

---

27 Here is an example of an approach to a management problem:

The Supply Officer aboard the USS Shark feels that general messes can be improved. After studying the problem, he decides that one area which can be improved is the speeding up of the mess line. He does this appropriately by:

1) Rerouting direction of the flow past the steam table
2) Turning silver and tray dispenser 90 degrees
3) Increasing the number of mess cooks serving
4) Putting condiments, butter and liquids on mess tables

The Supply Officer's approach to solving this problem owes most to which theorist?

a. Elton Mayo
b. Frederick W. Taylor
c. Both of the above
d. None of the above

28 Henri Fayol, a French industrialist, and a contemporary of both Taylor and Mayo concluded that there was a single "administrative science" whose principles could be used in all management situations regardless of the type of organization.

The significance of this concept to the military was:

a) That administrative units began to receive more attention than tactical units

b) That the factors to consider in organizing a Fleet for operations were similar to those factors to be considered organizing a base for recruit training

c) That it was applicable only in special situations

d) None of the above

---

29 Among the more important principles developed by Fayol were: unity of command, responsibility equal to authority, and esprit de corps.

When a unit has clear lines of authority and each subordinate has only one superior to whom he is responsible, the following can be said.

a) The organization has unity of command.

b) The organization has esprit de corps.

c) There is a delegation of authority comensurate with responsibility.

SUMMARY: In Programed Sequence 1 you have learned to identify

1) A working definition of the term management, and three of its major attributes;
2) Three early sources of influence on the development of management principles;
3) The major contributions of Frederick W. Taylor, Henri Fayol and Elton Mayo to management.

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Concept of Management and Historical Influences

Answer the following questions as indicated in your Student Guide.

---

1. Which individual is considered to have developed the important priciples or guides of unity of command, unity of direction, responsibility equal to authority and esprit de corps?

   a. Elton Mayo

   b. Henri Fayol

   c. Ethan Maynard

   d. Frederick W. Taylor

---

2. Which statement correctly describes the management philosophy of Elton Mayo?

   a. Employees make up a group of unorganized individuals, each of whom acts in a manner designed to serve his self-interest; thus the management-employee relationship is primarily contractual in nature.

   b. Management must take into consideration the significance of human relations in organizational behavior. Employees are more contented and productive if they can belong to a cohesive and stable work group that satisfies their need for "belonging."

   c. Man at work is entirely an economic man; he will work harder only if he can improve his economic position by doing so.

   d. Management is partially a science. Exact scientific knowledge and methods are everywhere, and they will, sooner or later, replace rule-of-thumb.

3. Which correctly lists some of the management practices which can be traced back through history?

   a. Programing, PERT, and the scientific method

   b. Econometrics, chain of command, scalar principle

   c. Scalar principle, staff principle, delegation of authority

   d. None of the above

---

4. Which example best illustrates the concept of management?

   a. A stock room clerk has the task of taking inventory of all the goods and materials on hand. He proceeds to accomplish his objective by systematically making a list of equipment and other supplies available and determining what articles need replenishing or repair.

   b. Several circus roustabouts are given the job of erecting a large tent. Before proceeding with the job, one of the roustabouts sizes up the situation. After determining the best procedure to follow, he directs and unites the efforts of the others in accomplishing the job. The activities involved include spreading the dismantled tent on the ground, pounding in tent stakes, straightening ropes, aligning tent poles, and various other activities.

   c. The U. S. consulate in a foreign country is attacked by a disorganized anti-American mob. Their objective is to wreak as much havoc and destruction as they can. The mob's actions are haphazard. The efforts of some are focused on tearing brick from the street; others are busy smashing windows and breaking down gates.

   d. Mr. Rindone is a fruit peddler who owns and operates his own push cart. In his work, he comes into contact with single individuals, as well as groups of people. To conduct his business efficiently, he must plan ahead--he must anticipate the needs of his customers and be prepared to satisfy these needs. And he must determine various courses of action to follow, as well as attend to other decision-making matters.

5. Which paragraph best describes the concept of management?

   a. Management is the dynamic process used to accomplish objectives that require the coordinated efforts of people and the use of resources--time, money, material.

   b. Management is a process carried out by a manager who provides force or direction that combines static resources--time, money, material--into a functioning productive organization.

   c. Management is a dynamic process involving guidance, leadership and control of a group of individuals toward a common goal.

   d. Management is the technique by means of which the purposes and objectives of a particular group are determined, clarified and attained.

Now check your answers on page 36.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. b
3. c
4. b
5. a

Now go on to Summary 2 on the next page.

Summary 2

Importance of Management and Objectives

Management is increasingly important to industry now because of several factors:

1) Industries are larger.
2) There is more specialization of labor.
3) Work coordination is much more complex.

This last factor is a sensitive point. Usually specialization develops faster than coordination of effort. This necessitates decentralization. Decentralization permits increased autonomy and responsibility at various levels and locations. The leader must determine the appropriate balance point between increasing specialization and the ability to coordinate.

Other factors indicating the importance of management to industry are: competition in industry, demands from employees, the shift to a consumer-oriented environment, and the increased span of control through improved technology of communications and automation. Industry, then, has obviously been forced to improve its management processes. Often, it is business failures that awaken managers to the need to improve their management procedures.

Management Practices and the Military

History reveals that military failures were many times the result of poor management practices, and that such failures often lead to reforms.

It should be apparent that the size and technical complexities of the military establishment pose problems similar to those of industry. The military's problems include the complexity of equipment and advances in weapons technology, e.g., the Polaris missile. Such sophisticated weapons systems add another management problem comparable to an industrial problem--great specialization in both officer and enlisted ranks is required to operate the system.

Military managers have heavy administrative duties in connection with the handling of large sums of Congressionally budgeted funds. Naturally, the administration of these budgets is under close scrutiny by Congress and the American public.

The universality of the scientific approach to management makes it possible for the military to adapt appropriate ideas and technologies from industry.

The Management Process

So far in this lesson, we've discussed the concept of management, some historical influences on management, organizational complexity and the importance of management, both in industry and in the military. We shall now discuss the management process.

Importance of Objectives

The first thing we need to talk about is objectives. Three different ships, a CVA, a DD, and an AOE might have a common mission. Nevertheless, they would have different objectives in a particular mission. In a military operation, the objectives of the heavy attack carrier with its deployed VA and VF squadrons would not coincide with the objectives of either the destroyer or the oiler. The destroyer could be assigned shore bombardment missions, or missions in support of ASW. The oiler's objective would be to keep the other ships topped off with fuel. The objective of the carrier, of course, would be to provide a base from which strike aircraft could operate. The Commanding Officer of each of these ships would have his own objectives. Every organization is created and exists to accomplish some objective in the most effective way possible.

Here are four points concerning the importance of objectives to management:

1) Objectives are basic to management and prerequisite to the determining of any course of action.

For example, a specific objective of a Marine platoon leader is to train his platoon to a combat-ready status.

2) Objectives unify an organization.

The platoon leader's objective will be shared by the Marines of the platoon since they can understand the value, both to themselves and to the organization, of a combat-ready unit, and the need for mutual support.

3) Lack of objectives or failure to keep them clearly in mind makes management unnecessarily difficult.

The priority objectives set forth by the Fleet commander was to insure that all his amphibious ships kept their overhaul schedules. If the Amphibious Fleet Operations

Officer doesn't keep this objective in mind he might schedule a ship for an exercise or deployment and suddenly find that he is unable to meet his priority objective without extensive management problems--rescheduling other ships--cancelling exercises--delaying deployment--delaying rotation of a ship on station--and the effect snowballs.

4) Accomplishment of objectives should result in overall improvement in any organization.

One of our planning objectives for the Armed Forces is to have an all volunteer force. If this objective is met, there can only be overall improvement in an organization that has only those personnel who want to serve and do their duty whether the motive be patriotic or monetary.

Now that we've introduced the concept of objectives, let's define it in terms of management: "A managerial objective is the intended goal which prescribes definite scope and suggests direction to efforts of a manager." The mission of the Naval Academy, with which you are familiar, is such an objective.

This is the end of Summary 2. Now, take the Quiz on the next page.

Summary Pre-Quiz 2

Importance of Management and Objectives

Answer the following questions as indicated in your Student Guide.

---

1. Which paragraph correctly describes the relationship between the scientific approach to management and the military environment?

   a. The scientific approach's universally applicable theory of management makes possible the transfer of ideas and technologies from a non-military to a military environment. Efficient use of these technologies will ensure the continuing military strength of the nation, while solving the increasing problems of military management.

   b. Military management practices have become somewhat outdated, and consequently, less efficient than they might be. As the "scientific approach" used in industry is occasionally applicable to the military environment, the military should use this approach in those instances where it is appropriate.

   c. Both of the above

   d. None of the above

---

2. Some reasons for the importance of management to the military are:

   a. Increased size of Armed Forces; high degree of specialization in officer and enlisted ranks; more centralization of authority

   b. Complexity of equipment and advances in weapons technology; larger span of control; greater administrative demands in handling of public monies

   c. Both of the above

   d. None of the above

3. Which paragraph correctly describes the relationship of objectives to management?

   a. Objectives are secondary to good management. The management process may be successful despite ill-defined objectives.

   b. Every organization is created and exists to accomplish some objective(s). The purpose of management is to accomplish the objective(s) in the most effective way possible.

   c. Both of the above

   d. None of the above

---

4. Which is the correct definition of a managerial objective?

   a. A managerial objective is the intended goal which prescribes definite scope, and suggests direction to efforts of a manager.

   b. A managerial objective is any overall objective which is within range of being accomplished by a manager.

   c. A managerial objective is an objective which specifies a change in industrial orientation toward meeting challenges of a consumer-oriented environment.

   d. A managerial objective is a specific objective which prescribes a larger span of management.

Now, check your answers on page 44.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. c
3. b
4. a

If all your answers are correct, read Summary 3 on page 69. If you missed one or more questions, turn to the next page and go through Programed Sequence 2.

Programed Sequence 2

Importance of Management and Objectives

OVERVIEW: No enterprise can be wholly or continuously successful without effective management. Approximately one-half of all new businesses fail within five years of being established. Much blame for this lack of success can undoubtedly be attributed to poor management. Similarly, the success of military operations--from the level of the entire modern defense system to that of the most routine mission--depends to a great extent on management practices.

In this sequence you will learn the following specifics about the importance of management and of objectives in industry and in the military.

1) The main reason for the increasing importance of management to industry and to the military

2) The points of correspondence between industrial and military management, and the application of scientific management in a military context

3) The nature of objectives in management and their importance in achieving effective management

1 The following example illustrates some reasons for the increasing importance of management to industry. Try to identify them:

> Glitter Industries recently opened a new plant on the West Coast, thus doubling its capacity for producing Glitter Window Cleaner. In view of stiffer competition from other firms in this field, Glitter has automated the new plant as a means of holding down costs and thus maintaining a competitive sale price. In the plant, a computer directs the bulk of the operations, from mixing the cleaner according to recipe, to filling, capping, and labeling the bottles. An estimated 97 separate operations are required to turn out each bottle. Few persons work on the assembly line itself, and those who do work in the plant get individualized training in spotting and correcting malfunctions in the operation. Some employees specialize in trouble-shooting computer malfunctions.

On the basis of the information available above, why do you think management is becoming increasingly important to industry?

a. Increased size of enterprises; increased competition

b. Greater complexity of work; extensive specialization of labor

c. Both of the above

d. None of the above

Did you choose (a) and (b)? They both are correct. Increasing the size of the enterprise or the complexity of work usually causes specialization to increase at a more rapid rate than coordination can be developed. When this occurs, the inevitable result is a loss of effectiveness which can best be regained by decentralizing into small functional units where coordination is commensurate with specialization. Management must always be perceptive to the interactions of these factors and must maintain a balanced relationship between specialization and coordination.

---

2 Additional reasons for the growing importance of management to industry are found in the following example:

> Novaspace Industries, once a pioneer in the manufacture of radio parts and now a leader in producing aerospace communications equipment, faces a crisis. Last year, profits declined 65% even though sales were up 10%. It has therefore contracted the services of a management consultant firm, whose just-released report states, in part:
>
> > "Profits are down as a direct result of maintaining rapidly obsolescent production methods. There is an expanding market for products such as yours, but other and newer firms are grabbing a larger share of that market because their computer-based systems lend them great flexibility. Of 15 firms now in this field, at least 12 utilize computers in accounting and as process-control devices. Novaspace should immediately pursue this trend and should also introduce newer, more sophisticated methods of logistics in its management process. This will virtually guarantee clarification and stepping-up of supervisory functions. Top-line managers will effectively control a larger and more varied group of employees."

On the basis of the Novaspace story, choose the statement that better shows management's growing importance:

a. Because of the complexity of the modern market, firms like Novaspace have no alternative but to go out of business.

b. Because of an improved technology of communications and automated information technology, a firm's supervisors can manage a greater number of subordinates.

c. Both of the above

d. None of the above

3 From the two preceding illustrations, you have identified a number of reasons for the increased importance of management to industry: (1) increased size of enterprises; (2) increased competition; (3) greater complexity of work; (4) extensive specialization of labor; and (5) a larger span of control due to advances in technology. "Span of control" refers, as you saw in the "Novaspace" example, to the number of immediate subordinates a supervisor can effectively manage or control. There is no optimum number that holds true for all businesses. Each firm has its own spans of control, but these may change as conditions change.

One change that will almost invariably increase the maximum span of control in a given firm is:

a. The installation of computers to handle payroll functions, personnel records, and inventory needs

b. An analysis of the firm's managerial practices by a management consultant firm

c. Both of the above

d. None of the above

4 In the two preceding illustrations, concerning Glitter and Novaspace, you have encountered five main reasons for the increasingly important role of management in industry. All of those reasons are related in some way to the increasing complexity of the industrial-technological age we live in. But there are still other reasons. For example, people--employees and stockholders--make increasing demands that lead to an increasingly important place for management in the scheme of industry.

Which demonstrates the impact of employees' and stockholders' demands on management's importance?

a. "In view of the fact that the directors have not responded to my plea from the floor at the last annual corporation meeting, I am circularizing others who, like myself, hold interest in Faraday Household Chemicals, with a view to seeking their cooperation in greater diversification of our line of products."

b. "Those of us who work in Section F understand that a new employees' manual is being prepared for distribution, and we want to express our hope that this time it will positively urge employees throughout the firm to take an active interest and participate in making decisions that concern their welfare."

c. Both of the above

d. None of the above

5 Both employees and stockholders, in a small way or on a large scale, can make demands that impel industry toward greater attention to management processes. Another contemporary pressure on management is the fact that we are an increasingly consumer-oriented society, and industry responds to that fact. When a sizable segment of the consuming public, for example, decides that it wants to eat exclusively dill-pickle ice cream, the dairy industry must meet the challenge. Needless to say, the advertising industry has a great impact on consumer tastes, but this fact serves only to augment management's role further, since it adds a whole dimension to managerial functions.

Which of the following examples demonstrates a change of orientation undertaken by a business specifically to satisfy consumer wants?

a. Moving into a new site in a suburban industrial park, Titania Cosmetics culls out the deadwood from its marketing staff, and sets up a new commission policy for its sales force.

b. Operating in the field of applied laser technology, Lazerray Co. arranges on-the-job training in specialized technical areas for a select number of employees.

c. Both of the above

d. None of the above

6 Altogether, you have seen eight reasons that explain the growing importance of management to industry:

1) Increased size of enterprises
2) Increased competition
3) Greater complexity of work
4) Extensive specialization of labor
5) Large span of control allowed by technological advances
6) Demands from employees
7) Demands from stockholders
8) Change in industrial orientation toward meeting challenges of consumer-oriented environment

The term "management" in the phrase we have used so often--"the increasing importance of management to industry"--refers to:

a. The top leadership of industry
b. The process involving a number of interrelated functions, by which groups of people are organized and impelled toward the attainment of specific objectives
c. Both of the above
d. None of the above

7 Which of the following correctly lists the reasons for the increasing importance of management to industry?

a. Industrial change brought about by consumer demands; demands by stockholders and employees; increased size of businesses; extensive specialization of labor; a potentially increased span of control as a result of technology; greater complexity of work

b. Increased size of enterprises; increased competition; a larger span of control; demands from employees; demands from stockholders; change in industrial orientation in a consumer-oriented society; extensive specialization of labor; greater complexity of work

c. Both of the above

d. None of the above

8 Just as management looms larger in the world of industry, so it does in the military, but sometimes in different ways. Although recognition of management's role is as old as organized military operation, historically the blame for military failures can often be attributed to poor management. For example, during the Spanish-American War, the mobilization period was marked by extreme confusion. The War Department and Department of the Navy were at cross-purposes, and within these departments, bureaus engaged in conflicting activities. As is inevitable, poor management and lack of management focused widespread official and public attention on a process that is practically unnoticed when it works well. A commission was set up to investigate the causes of the problem, and eventually there was a broad-scale reorganization of the military.

What appears to you to have been the most important function of management overlooked during that crisis:

a. Adherence to policy
b. Coordination of effort
c. Both of the above
d. None of the above

9 The increasing importance of management to the military is amply illustrated in a commissioning ceremony address by Admiral Bladgett, who said, "Gentlemen, yours is a unique opportunity for leadership. Not only has the strength of our Navy been increased to meet our commitments throughout the world, but the functions of naval units have been changed. Electronics, radar, computers, new types of weapons and missiles will be as familiar to you as sails and steam were to your predecessors."

Which of the following best summarizes the admiral's general message about management?

a. The modern Navy faces new management challenges posed by increased size and increased complexity.

b. In the modern Navy, management's biggest challenge is familiarizing its leadership with new technologies.

c. Both of the above

d. None of the above

10 In referring to a wide range of technological innovations such as electronics, radar, computers, and missiles, Admiral Bladgett was pointing up new challenges to management posed by (1) adoption of new weapons and equipment increasingly complex in design and operation, and (2) the necessity of operating with increased strength (and hence, size) due to the growth of our military commitments throughout the world.

This second challenge suggests a third prominent factor contributing to the importance of management in the military:

a. Expanded missions of our Armed Forces
b. Less reliance on military strength of allies
c. Both of the above
d. None of the above

11 Three reasons for the growing importance of management to the military have now been identified: (1) expanded missions of our Armed Forces; (2) increased size of our Armed Forces; and (3) complexity of equipment and advances in weapons technology. A fourth reason, inextricably linked with the above three, concerns the use made of Armed Forces personnel. There are not only more men and more jobs, but there are also more kinds of jobs in all phases of military operations, and many of these jobs tend to be more complex than any in the past because of the demands of a new technology.

On the basis of this information, which of the following more accurately states a fourth reason for the growing importance of management to the military?

a. A record number of Armed Forces personnel, and higher academic and professional requirements throughout the ranks

b. A higher degree of specialization in both officer and enlisted ranks, along with additional training requirements

c. Both of the above

d. None of the above

12 Four reasons thus far identified that explain management's expanded role in today's military all correspond, to some extent, with the reasons for management's increased importance in industry. For instance, both the Armed Forces and business enterprises have, in general, been experiencing a growth in size. Both--although not in wholly similar ways--cope with increased competition. Both have encountered a growing need for extensive specialization of labor (or of personnel) as a result of the demands of technological advance. And both have been incorporating into their operations more complex equipment--a step that (as already noted with respect to industry) has often resulted in a larger span of control. This phenomenon can occur in a military setting, too.

Which of the following illustrates how technological advancements have resulted in a larger span of control?

a. Recent installation of data-processing and duplicating equipment allows a supply officer to exercise more effective control than formerly over a large number of immediate subordinates.

b. The introduction into service of guided-missile cruisers necessitates the expansion of training programs to include all aspects of guided missile operation.

c. Both of the above

d. None of the above

13 Another change undergone by the military establishment in the modern era is increased centralization of authority. For example, where previously there had been two separate Cabinet-level departments for defense affairs--the War Department and the Navy Department--there is now a single Department of Defense in which all the branches of the service are organized into a single national defense establishment. Such centralization of authority--which is also seen on other levels of military organization--requires heightened attention to effective management practice. Thus, the tendency to make authority more centralized can be added as a fifth reason for management's ever-increasing importance in the military context.

Which of the following clearly illustrates this reason?

a. Each of the services used to have its own separate air transport line. Now the entire Department of Defense relies on the MAC (Military Airlift Command).

b. The rapidly increasing importance of air power brought about the development of a new kind of warship, the aircraft carrier, and this in turn necessitated development of special escort ships--all of which had to be incorporated into the Navy's deployment system.

c. Both of the above

d. None of the above

14 Two added reasons for management's rising importance in the military have to do with the central role of defense with respect to national priorities, and the correspondingly large segment of the national budget taken up by defense requirements. Specifically, these reasons are: (1) greater administrative demands in handling of budget funds and (2) the role of Congress in overseeing and authorizing defense operations.

There is a rough correspondence between these two elements in military management and which of the following pairs of elements in modern industrial management?

a. Increased size of enterprises and specialization of labor

b. Demands from employees and expectations of stockholders

15 Read the following list:

Wider span of control

Technological advances and accompanying organizational changes

Extensive specialization of labor or personnel

Demands from those not in direct managerial capacity

Increased size of enterprise or establishment

To which establishment are the above listed factors important in determining increased importance of management?

a. Military

b. Industry

c. Both of the above

d. None of the above

16 In Programed Sequence 1, we pointed out that management is a process by which groups of people and resources are organized and moved toward the attainment of objectives. Organizations are created for the purpose of achieving objectives. Thus, it is not surprising that objectives, as we will see in the next sequence, are at the very heart of the management process.

In light of their key position in the management process, we can say that, without clear objectives:

a. Management will be at an enormous disadvantage.

b. An organization's existence is difficult to justify.

c. Both of the above

d. None of the above

---

17 Before going on with our discussion of the importance of objectives, let us first specify that we are talking about managerial objectives, and formulate a working definition. According to George Terry, "a managerial objective is the intended goal which prescribes definite scope and suggests direction to efforts of a manager." This definition includes several concepts you should be able to identify from reading it. Which of the following lists those concepts?

a. Methods
Scope
Procedures
Direction

b. Goal
Scope
Definition
Direction

18 In the context of management, then, an objective must have these specifications and attributes: the goal or desired end; the scope or prescribed boundaries within which the goal is sought; definiteness, which implies quantity and quality criteria for determining when an objective has been attained; and direction, in distinguishing the given objective from a number of other possible objectives.

In terms of these requirements, which of the following would be an adequate objective for a junior officer?

a. Try to reduce the number of mast cases from his division and improve the general appearance of the living spaces

b. Have all personnel in the division complete practical factors for next higher rate during the next deployment

c. Both of the above

d. None of the above

---

19 Objectives are crucial at all levels of management, from the board chairman down to the individual lathe operator (or whatever) because they are absolutely prerequisite to determining any course of action.

In order to consider various possible courses of action, one must first know:

a. What each step in the project should be

b. The final outcome desired

c. Both of the above

d. None of the above

20 Objectives are crucial for another reason, as well: they provide a unifying effect for any organization. Each individual should have clearly in mind the objectives of his own assignment and how these objectives contribute to larger objectives of his group. The group, in turn, should clearly understand the relation of their group objectives to the broader organizational goals.

The necessity for clear objectives at all levels of management suggests the usefulness of which of the following:

a. A hierarchy of objectives

b. An objectives committee

c. Both of the above

d. None of the above

---

21 We can illustrate the importance of objectives in a somewhat different way:

> For two weeks the crew of the destroyer escort Beauville had been drilling at general quarters air defense twice daily. Without liberty, the crew began to get edgy and began to gripe to several of the officers. There had been no briefing meetings in over two weeks, and the officers were running out of "make-work" projects for the men. The Captain called a meeting of the officers for the following day. "Gentlemen," he said, "our orders have not yet arrived. This ship will remain where it is until we receive orders." "Sir," asked a young ensign, "has the Navy forgotten us?" "Perhaps," said the Captain, "perhaps."

What can you conclude from the anecdote?

a. That a lack of objectives makes the task of management unnecessarily difficult

b. That a lack of objectives poses a problem which a competent manager should be able to solve

c. Both of the above

d. None of the above

22 Finally, when a specified objective has been obtained, there should be an overall improvement within an organization.

Which situation would most likely illustrate this point?

a. A Navy ship wins the coveted Efficiency award for the second consecutive year.

b. The 10th Company wins the Color Company Competition three years in a row.

c. The Norfolk Naval Base has the highest reenlistment rate of any other service installation on the East coast.

d. All of the above

---

23 We have outlined four reasons for regarding objectives as crucial to the success of an organization.

Which of the following summarizes any of these?

a. Lack of objectives or failure to appreciate their importance makes the management task unnecessarily difficult.

b. Objectives, clearly stated and understood, are prerequisite to (1) determining a course of action and (2) maintaining unity within the organization.

c. Both of the above

d. None of the above

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Importance of Management and Objectives

Answer the following questions as indicated in your Student Guide.

---

1. Which paragraph correctly describes the relationship between the scientific approach to management and the military environment?

   a. Military management practices have become somewhat outdated, and consequently, less efficient than they might be. As the "scientific approach" used in industry is occasionally applicable to the military environment, the military should use this approach in those instances where it is appropriate.

   b. The scientific approach's universally applicable theory of management makes possible the transfer of ideas and technologies from a non-military to a military environment. Efficient use of these technologies will ensure the continuing military strength of the nation, while solving the increasing problems of military management.

   c. Both of the above

   d. None of the above

---

2. Some reasons for the importance of management to the military are:

   a. Increased size of Armed Forces; high degree of specialization in officer and enlisted ranks; more centralization of authority

   b. Complexity of equipment and advances in weapons technology; larger span of control; greater administrative demands in handling of public monies

   c. Both of the above

   d. None of the above

3. Which is the correct definition of a managerial objective?

   a. A managerial objective is a specific objective which prescribes a larger span of control.

   b. A managerial objective is any overall objective which is within range of being accomplished by a manager.

   c. A managerial objective is an objective which specifies a change in industrial orientation toward meeting challenges of a consumer-oriented environment.

   d. A managerial objective is the intended goal which prescribes definite scope, and suggests direction to efforts of a manager.

   ____

4. Which paragraph correctly describes the relationship of objectives to management?

   a. Every organization is created and exists to accomplish some objective(s). The purpose of management is to accomplish the objective(s) in the most effective way possible.

   b. Objectives are secondary to good management. The management process may be successful despite ill-defined objectives.

   c. Both of the above

   d. None of the above

   ____

Now, check your answers on page 68.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. b
2. c
3. d
4. a

Now, go to the next page and go through Summary 3.

Summary 3

Management Functions

What do managers or military leaders do in order to accomplish objectives? Are there key steps in the process which follow in sequential order? Can certain management functions be identified? The various management texts will differ in the treatment of these questions. Some texts use Luther Gulick's approach. After studying the management process, Gulick coined the acronym POSDCORB to denote the functions of management as he viewed them: planning, organizing, staffing, directing, coordinating, reporting, and budgeting. At the Naval Academy, the managerial functions are classified as: planning, organizing, directing, controlling, and coordinating. The functions may be shown graphically by a wheel in which the hub represents the objectives.

The primary purpose of the management process is the accomplishment of objectives. The objectives must be clearly understood, and all other aspects of the management process must be focused on the ultimate goal--namely, the accomplishment of the objective. Each of these functions, and the concept of objectives, will receive considerably more attention in later segments of this chapter.

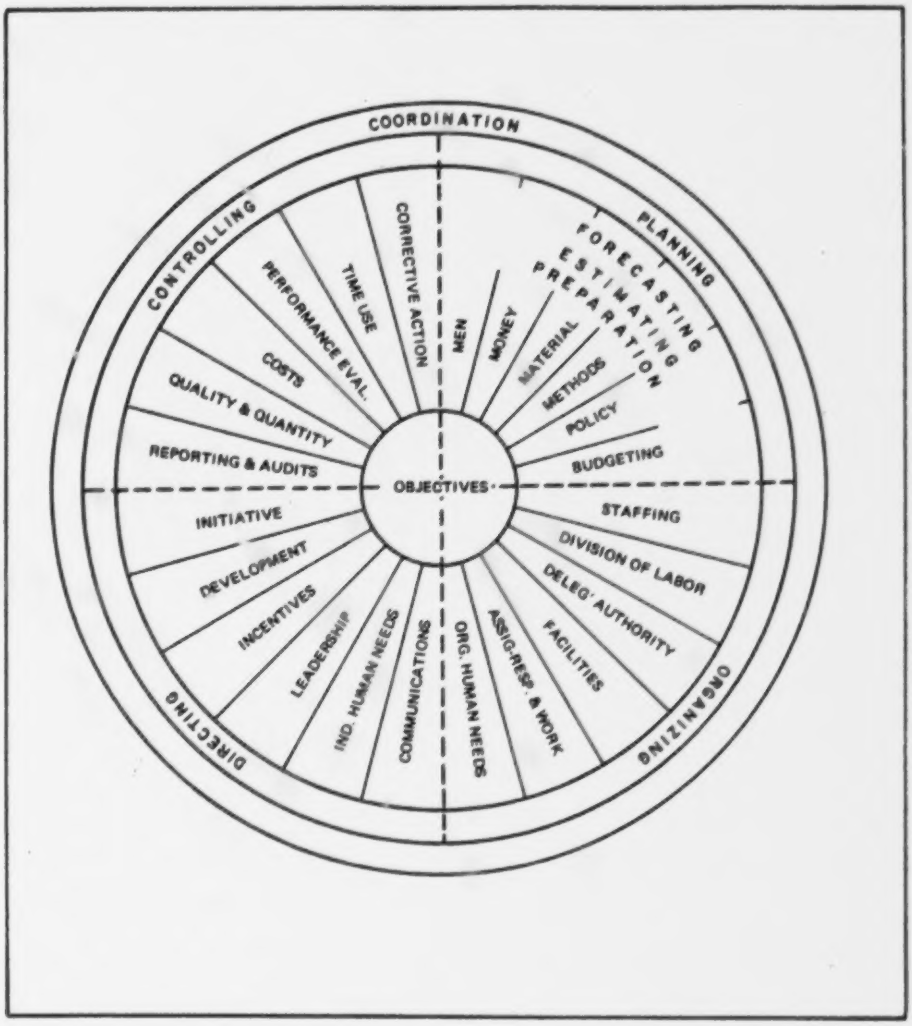
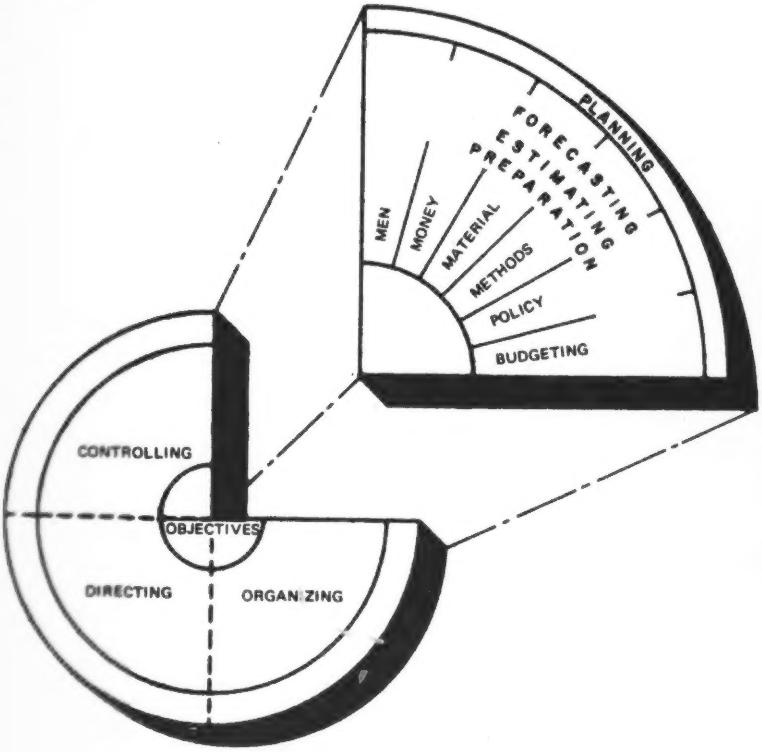

COORDINATION
PLANNING
FORECASTING
ESTIMATING
PREPARATION
MEN
MONEY
MATERIAL
METHODS
POLICY
BUDGETING
ORGANIZING
STAFFING
DIVISION OF LABOR
DELEG' AUTHORITY
FACILITIES
ASSIG-RESP. & WORK
ORG. HUMAN NEEDS
DIRECTING
COMMUNICATIONS
IND. HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE
CONTROLLING
REPORTING & AUDITS
QUALITY & QUANTITY
COSTS
PERFORMANCE EVAL.
TIME USE
CORRECTIVE ACTION
OBJECTIVES

Figure 2. The Management Wheel

Planning

Now back to the wheel. The first step in the management process is to plan. Planning is the function of determining in advance what a group should accomplish and how the goals are to be achieved.


PLANNING
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METHODS
POLICY
BUDGETING
CONTROLLING
OBJECTIVES
DIRECTING
ORGANIZING

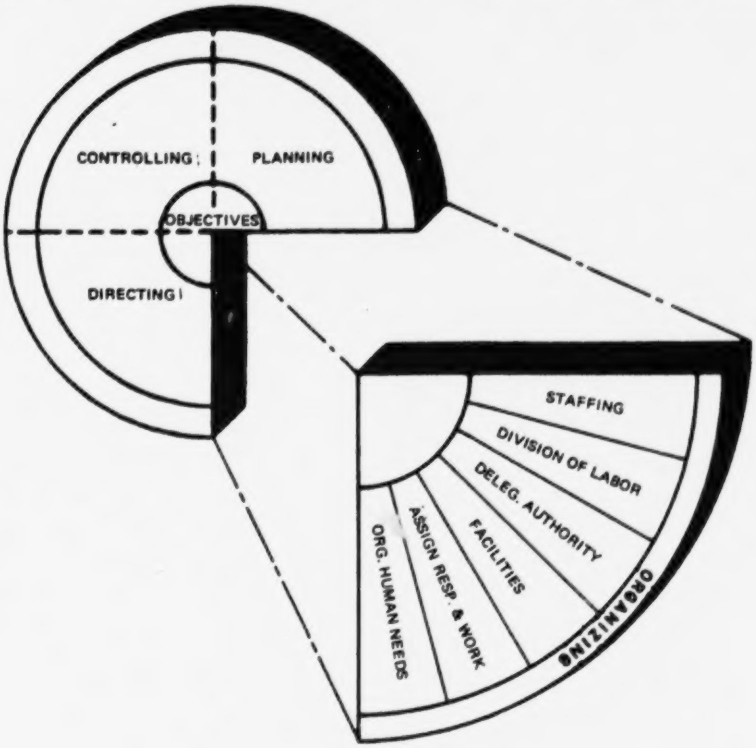
Planning is a preparatory function. It includes forecasting, i.e., that phase of planning which occurs before the receipt of a specific mission, such as predicting the future effects of current events. It also includes estimating, i.e., the preparation of a logical and analytical approach aimed at solving a particular problem. In a military setting, a commander develops his plan of action only after he decides what he's going to do.

To illustrate the management process, let's refer again to the watch structure at Bancroft Hall. The objectives of the watch are: to train midshipmen in watch-standing, to provide security, and to accomplish administrative functions. Once the objectives are determined, the planning process starts, and a plan, a written one in this case, is prepared.

Organizing

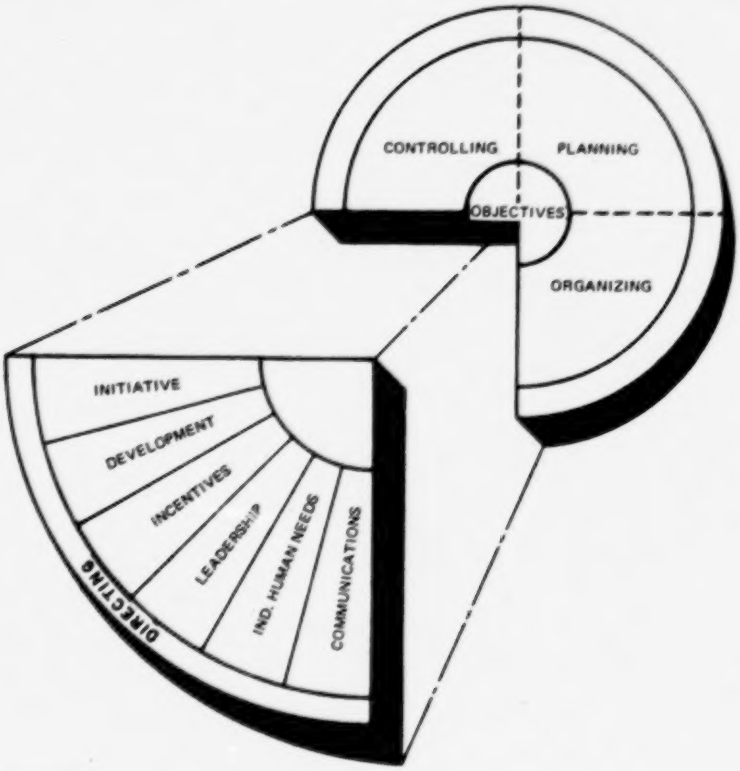
The second major management function is organizing. Later in this part you will have three segments devoted to problems related to organizing. In this introductory segment, it is important to know that organizing is necessary because the accomplishment of nearly every goal requires a division of labor and responsibility.

Obviously, work has become specialized and divided in industry, and specialization has likewise increased in the Navy with technological advances. Thus, some means of bringing a diverse group of workers together is essential. We are now ready to define organizing: Organizing is the function of providing a structure that establishes relationships between men and material grouped together for a common purpose.


CONTROLLING
PLANNING
OBJECTIVES
DIRECTING
STAFFING
DIVISION OF LABOR
DELEG. AUTHORITY
FACILITIES
ASSIGN RESP. & WORK
ORG. HUMAN NEEDS
ORGANIZING

Viewing the function of organizing from the management wheel concept, we see that the component parts of organizing include staffing, division of labor and delegation of authority. In our watch example, the organization is established so that midshipmen are assigned functions which will accomplish the objectives.

Planning and organizing represent preparatory functions. One should be careful to remember that the management functions do not occur in isolation from each other, even though our treatment of them will consider them as if each function could be isolated.


CONTROLLING
PLANNING
OBJECTIVES
ORGANIZING
INITIATIVE
DEVELOPMENT
INCENTIVES
LEADERSHIP
IND. HUMAN NEEDS
COMMUNICATIONS
DIRECTING

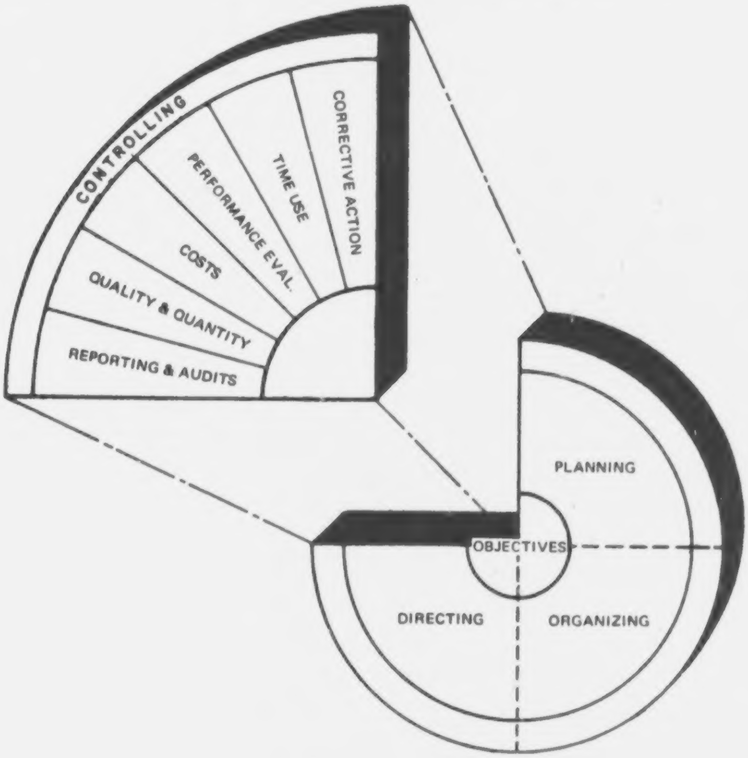
Directing

Back to our management wheel again as we discuss the third major function in the process, directing. It is the function which provides the vital step between preparation and actual operation, involving the issuance of orders and instructions to subordinates and others to indicate what is to be done. Something has to occur to put the plan into action. That is the purpose of directing. The component of directing which will receive major emphasis in this course is leadership. While we do not know the answer to the question, What makes an organization go?, suffice it to say that people are probably what really make the activity run smoothly, and that directing involves the matter of getting people to act and behave in a desired way.

How is the function of directing achieved for the watch squad? The Commandant of Midshipmen publishes an instruction which directs that the objectives will be accomplished in a specified way. The adjutants then establish the actual watch bills to assign a person to each billet for each section and each day. Then, the watch bill is issued by the battalion officers and the senior watch officer. Further direction is then provided by the appointed midshipmen officers for each day and by the OOW.

Controlling

The fourth function in the management process is controlling. This refers to the establishment and application of the necessary means to ensure that plans, orders, and policies are being carried out in such a manner that the objective will be attained. For instance, the OOW and the midshipmen officers inspect the watch squad, visit the posts, and receive reports to control, i.e., to ensure achievement of the objectives of the watch.


CONTROLLING
CORRECTIVE ACTION
TIME USE
PERFORMANCE EVAL.
COSTS
QUALITY & QUANTITY
REPORTING & AUDITS
PLANNING
OBJECTIVES
DIRECTING
ORGANIZING

Now let's examine controlling with respect to our management wheel. The components: corrective action; conservation of time; performance evaluation, quality, and quantity are an integral part of the controlling function. Personnel inspection is a controlling technique with which you are familiar.

Coordinating

Looking again at the management wheel on page 70, we see that coordination surrounds the entire process. Coordination is that function which keeps the other functions in balance. We shall define coordinating as the orderly synchronizing of the efforts of subordinates to provide the proper amount, timing, and quality of execution so that the unified efforts will lead to the stated objectives. Who provides coordination for the watch organization? Coordination is built into the orders and watch bills as issued. The senior watch officer, acting for the Commandant of Midshipmen, the officers of the watch, and the adjutants who act on behalf of their respective commanders, provide continuing coordination. Daily coordination is accomplished by the midshipmen assigned watch billets.

The conference technique is very effective in making sure that all the efforts of planning, organizing, directing and controlling are coordinated towards the accomplishment of an objective.

Successful Navy leaders apply the principles of management, and the management process--planning, organizing, directing, controlling, and coordination--to achieve the Navy's objectives.

This is the end of Summary 3. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

Management Functions

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following correctly lists the management functions as set forth by Luther Gulick?

   a. Guiding, ordering men, coordinating, obtaining material

   b. Planning, directing, controlling, cooperating coordinating

   c. Planning, organizing, staffing, directing, coordinating, reporting and budgeting

   d. Directing, organizing, controlling men, money and material

---

2. Select the statement which correctly describes the Naval Academy's concept of the managerial functions.

   a. The Navy's concept can be represented by a wheel. The hub represents the managerial functions, the outer rim represents the components which make up the functions, and the inner rim represents coordination.

   b. The managerial functions, according to the Academy's classification, may be represented by the concept of a wheel. The hub represents the objective, the inner rim shows the functions, the spokes show the components of each of the functions, and the outer rim represents coordination which ties all of the functions together.

   c. The managerial functions according to the Academy's classification may be represented by the concept of a wheel. The hub represents coordination, the outer rim represents the components which make up the functions, the spokes represent the functions, and the inner rim represents the objective.

3. Which of the following examples illustrates that the various management functions have been properly performed by the leader?

a. LT Gaither, a division officer, is placed in charge of having the port side of the ship painted as soon as the ship moors. Upon receiving his order from the Captain about the painting mission, Gaither determines the best time in the ship's schedule for accomplishing the mission, the materials, and number of men required. He then secures the materials needed and the proper number of men. He assigns the personnel to the work and exercises normal supervision while the work is in progress. From time to time, LT Gaither personally inspects the progress of the work to ensure that deficiencies are corrected, and reassigns men to keep the work progressing in an efficient manner.

b. ENS Oliver is assigned the task of restocking one of the supply storerooms while the ship is in port. ENS Oliver passes the order on to the chief petty officer and tells him to be sure the job is taken care of before the ship is ready to sail again. When the ship moors, Oliver assures himself that the job is being taken care of and then goes ashore.

c. Both of the above

d. None of the above

---

4. Which of the following identifies the cause of distortion in the management process?

a. Any overemphasis on any one of the managerial functions produces distortion in the management process.

b. Failure to coordinate

c. Both of the above

d. None of the above

5. Which of the following correctly describes the importance of maintaining a balance of functions of the management process?

a. When the managerial functions are performed properly, and adequate consideration is given to their interrelatedness, the results should be an integrated, well-balanced composite of efforts exerted by an informed and satisfied work group.

b. When the managerial functions are properly used by a leader with welfare of his subordinates in mind, he will be highly respected and looked up to by his followers.

c. Both of the above

d. None of the above

____

Now, check your answers on page 82.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. b
3. a
4. c
5. a

If you missed one or more questions, go through Programed Sequence 3 on the next page.

Programed Sequence 3

Management Functions

OVERVIEW: Management texts differ in their manner of enumerating and describing the functions of the management process. The Naval Academy's approach to this subject is not necessarily unique, but it does fit the Academy's needs. In this sequence, you will learn to do the following:

1) Identify the managerial functions (within the context of the Academy's system of classifying these functions).
2) Identify each of the managerial functions as represented by examples.

1 One system of classifying the managerial functions was offered by Luther Gulick, a scholar of public administration who invented an acronym--POSDCORB--to represent seven functions he attributes to management: planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Which of these seven functions do you think could be a subdivision of another?

a. Staffing, a part of organizing
b. Budgeting, a part of planning
c. Both of the above
d. None of the above

---

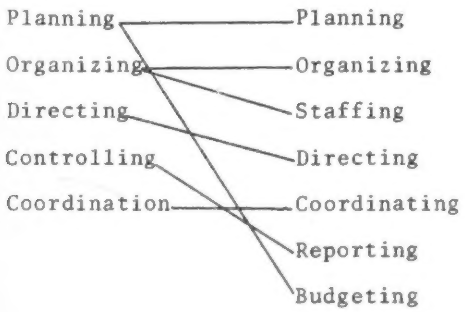
2 In fact, budgeting and staffing are subcategories of planning and organizing, respectively, in the Naval Academy's classification scheme. The Academy identifies five managerial functions: planning, organizing, directing, controlling, coordination.

Which of these five functions do you think might contain the "reporting" function included in Gulick's scheme?

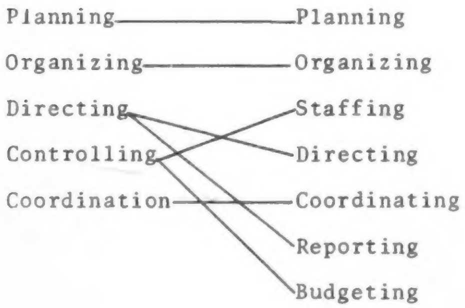
a. Planning
b. Controlling
c. Both of the above
d. None of the above

3 To fix in mind some rough correspondence between the two systems (the Academy's and Gulick's), try to select the alternative, if any, which correctly identifies the correspondence:

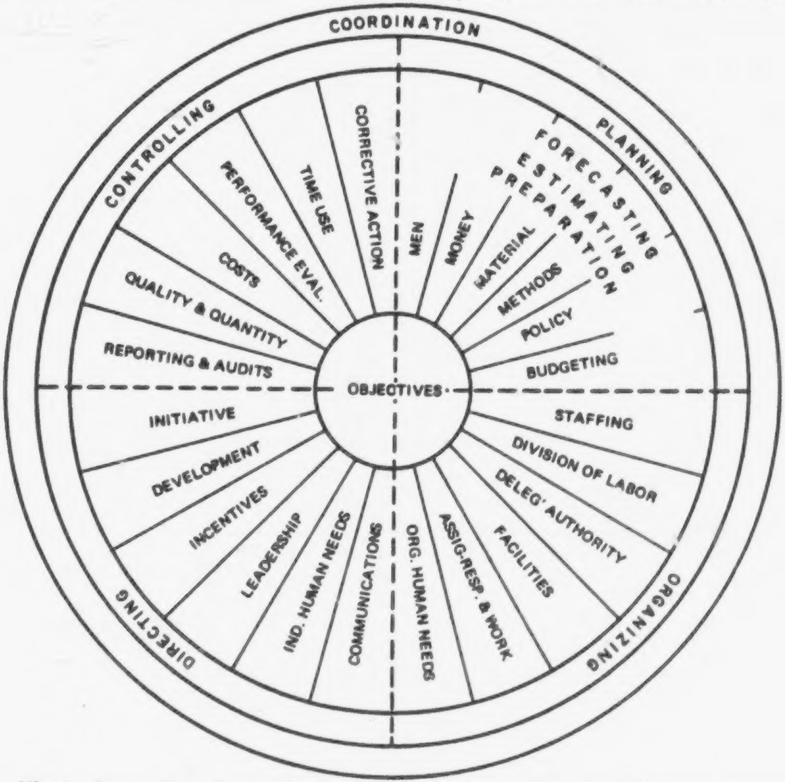
a.


Planning
Organizing
Directing
Controlling
Coordination
Planning
Organizing
Staffing
Directing
Coordinating
Reporting
Budgeting

b.


Planning
Organizing
Directing
Controlling
Coordination
Planning
Organizing
Staffing
Directing
Coordinating
Reporting
Budgeting

4 The following diagram represents the management process graphically. The five functions identified in the Academy's system are shown as a wheel, cradling the "hub" of objectives at the center. Coordination, as outer rim, holds the structure together.


COORDINATION
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CORRECTIVE ACTION
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PERFORMANCE EVAL.
COSTS
QUALITY & QUANTITY
REPORTING & AUDITS
MEN
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ESTIMATING
PREPARATION
STAFFING
DIVISION OF LABOR
DELEG' AUTHORITY
FACILITIES
ASSIG-RESP. & WORK
ORG. HUMAN NEEDS
COMMUNICATIONS
IND. HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE

What does the location of objectives in the figure suggest about them?

a. That they are central to the whole process of management

b. That they are important to all the functions of management

c. Both of the above

d. None of the above

5 Now we will consider the functions of management, one by one. We will begin with planning, since planning is basic to the whole management process. Planning is defined as: The function of determining in advance what a group should accomplish and how the goals (objectives) are to be achieved.

The planning function, in the military setting, comprises three major activities: forecasting, estimating, and plan preparation. (1) Military management must forecast what the needs of the organization will be in the future in order to budget for those needs and plan appropriate policy. (2) Given a mission, a commander must make an estimate of the situation to guide him to a decision. This estimate must include a statement of the mission, a description of the overall situation and possible courses of action, an analysis and comparison of the various courses of action, and enable the leader to arrive at a decision. (3) Based on the decision reached by the estimate of the situation, the commander must prepare a detailed, workable plan to carry out that decision.

Which of the following components would you expect a commander to be dealing with (primarily) as he carries out his planning activities?

a. Initiative, development, incentives, leadership, human needs, communications

b. Men, money, materials, methods, policy, budgets

c. Both of the above

d. None of the above

6 Placed in an industrial setting, the planning function might be broken down as follows: (1) selecting objectives, and (2) deciding on the policies, procedures, programs and kinds of people to attain them.

From this and the information in the previous frame, it is evident that planning requires a great amount of:

a. Decision-making
b. Research and analysis
c. Both of the above
d. None of the above

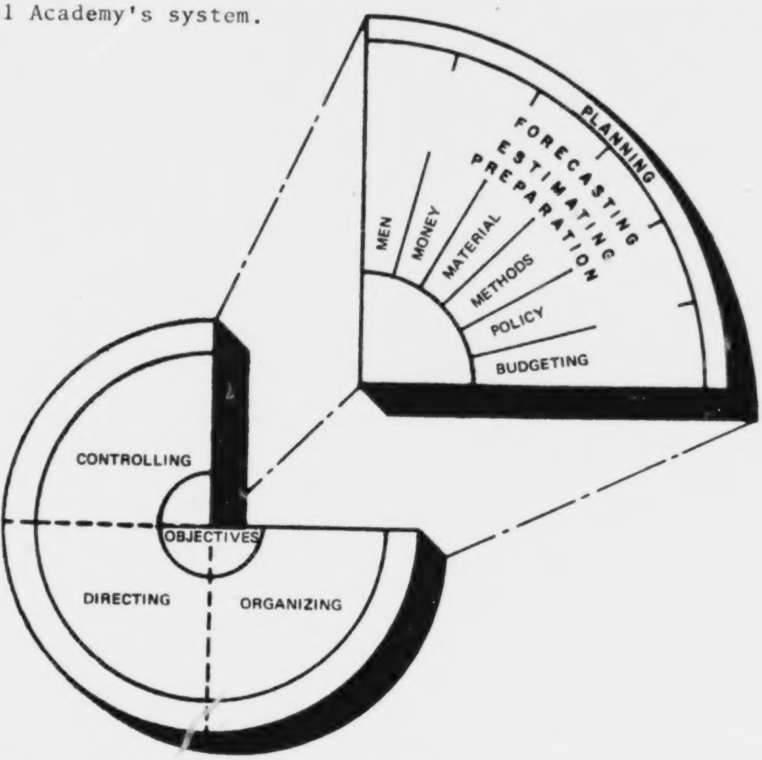
---

7 A midshipman battalion commander is assigned the task of providing Tecumseh security against possible forays by students from the school playing Navy in next Saturday's football game.

Having been assigned the mission, his next step as a leader/manager is:

a. Controlling
b. Directing
c. Both of the above
d. None of the above

8 In the figure below, the "management wheel" that you saw before is seen with the planning sector enlarged to show the chief activities and components of planning, according to the Naval Academy's system.


PLANNING
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METHODS
POLICY
BUDGETING
CONTROLLING
OBJECTIVES
DIRECTING
ORGANIZING

Which of the following would you assume occurs second after planning?

a. Controlling

b. Organizing

9 The organizing function follows planning in the course of the management process. Organizing is described as providing a structure that establishes relationships between men and material grouped together for a common purpose.

Which of the following, therefore, would you say represents the component activities of organizing?

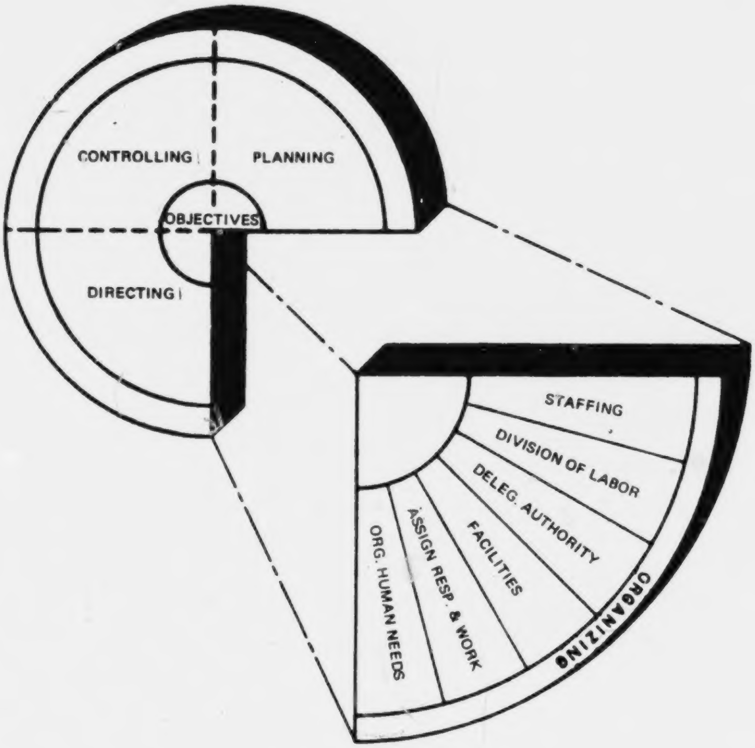
a. Division of labor
   Facilities
   Staffing
   Assignment of responsibilities and work
   Delegation of authority
   Provision for human needs

b. Development
   Encouragement of initiative
   Provision of incentive
   Provision of leadership
   Provision for individual human needs
   Provision of adequate communications throughout the organization

c. Both of the above

d. None of the above

10 In the figure shown, the "management wheel" is seen with the organizing sector enlarged to show its component activities.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DIVISION OF LABOR
DELEG. AUTHORITY
FACILITIES
ASSIGN RESP. & WORK
ORG. HUMAN NEEDS
ORGANIZING

11 LTJG Marker has just been assigned a mission. He begins by preparing a statement in which he describes the mission as he sees it. He calculates the number of men he will need, whether he can accomplish the mission given his present staff, or, if he needs reinforcement, whether the budget provides for this. He estimates his material requirements, what the chances are of procuring what he does not have, and what the cost will be. Finally, he describes the methods he intends to use to achieve his objective.

Which function is LTJG Marker primarily performing?

a. Planning

b. Organizing

---

12 Try another situation:

ENS Grey is working on the description of a series of related assignments connected with a highly critical mission. ENS Grey is paying particular attention to the manner in which the tasks are defined, the conduct of briefing sessions, and the possibility of special compensatory measures. He thinks through the processes and evolutions which will be required and estimates the support personnel, equipment and facilities needed to complete the tasks in the prescribed time.

What function is ENS Grey primarily performing?

a. Planning

b. Organizing

13 When a project or mission is planned and organized, it is presumably ready to go. But there will be no measurable output until the decisions reached in planning and organizing are implemented. The managerial function which provides the vital step between preparation and execution is known as directing (it is sometimes called "actuating"). Directing is more than issuing orders and directives. It consists of inducing members of the group to want to achieve and work to achieve the assigned objectives.

Which of the following lists, therefore, represents the component activities of directing?

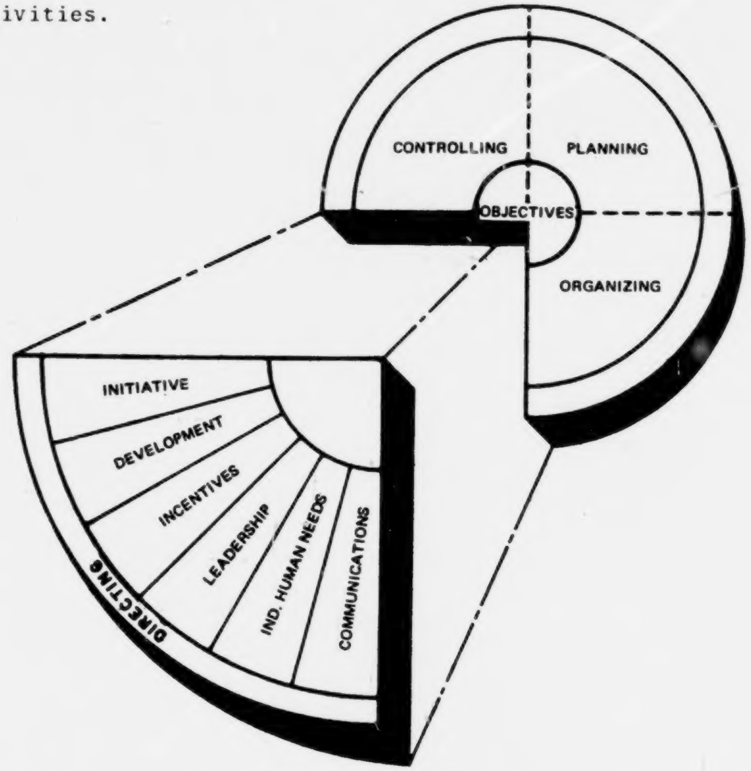
a. Leadership
   Initiative
   Development
   Incentives
   Individual human needs
   Communications

b. Corrective action
   Time use
   Performance evaluation
   Costs
   Quality and quantity

c. Both of the above

d. None of the above

14 The following figure shows the "management wheel" again--now with the directing sector enlarged to show the component activities.


CONTROLLING
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OBJECTIVES
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INITIATIVE
DEVELOPMENT
INCENTIVES
LEADERSHIP
IND. HUMAN NEEDS
COMMUNICATIONS
DIRECTING

What do all of the components of directing have in common?

a. They all relate to activities connected in some way with motivation.

b. They all relate in some way to human attitudes.

c. Both of the above

d. None of the above

15 The midshipman who performs as a capable seaman, expert shiphandler and who gives his commands clearly and correctly while conning a YP is more likely to receive willing, prompt and cheerful responses to his orders.

This is because he:

a. Plans effectively

b. Directs effectively

c. Both of the above

d. None of the above

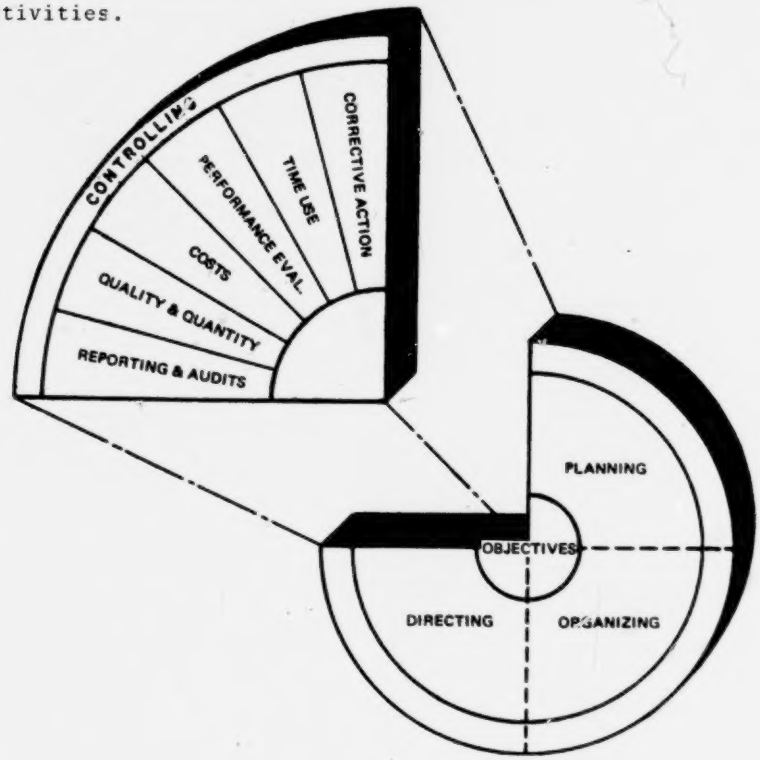
16 In the course of managing a project or mission, it is necessary, from the beginning to the end, to exercise a fourth function. Regardless of what objectives were specified in the planning phase, progress toward those objectives must be measured periodically with checks on quality and quantity of performance, time use and costs. If evaluations and checks reveal deviations from the plan, such as overstepping budgetary limits, time slippage, or a drop in quality of performance, then corrective action must be taken to bring the project back on course.

The managerial function that includes all such measurement is called:

a. Controlling
b. Coordination
c. Both of the above
d. None of the above

Controlling is defined as: The function of establishing and applying fully the necessary means to ensure that plans, orders and policies are complied with in such a manner that the objective will be attained.

17 Here is another view of the "management wheel", this time with the controlling sector enlarged to show its component activities.


CONTROLLING
CORRECTIVE ACTION
TIME USE
PERFORMANCE EVAL.
COSTS
QUALITY & QUANTITY
REPORTING & AUDITS
PLANNING
OBJECTIVES
DIRECTING
ORGANIZING

Which of the following do the components of controlling have in common?

a. They involve reporting.

b. They involve some kind of measurement.

c. Both of the above

d. None of the above

18 LT Ericson is in the process of explaining to his incoming subordinates what he expects of them. He is very firm in outlining his general requirements, but at the same time, he allows ample time for questions and answers because he wants to be completely understood, and he realizes that communication is a two-way activity.

LT Ericson is performing which function?

a. Controlling
b. Directing
c. Both of the above
d. None of the above

---

19 Try one more:

MIDN Tooner is preparing aptitude reports on the men in his platoon, and is counseling some of them who have received poor reports from others.

His actions are steps in:

a. Controlling
b. Directing
c. Both of the above
d. None of the above

20 There remains one more managerial function to be discussed--coordination. Coordination is defined as: The orderly synchronizing of the efforts of subordinates to provide the proper amount, timing and quality of execution, so that the unified efforts will lead to the stated objective.

Coordination is looked upon by some as the very essence of management because of its importance and apparent difficulty of achieving it.

Which of the following activities do you think need to be coordinated?

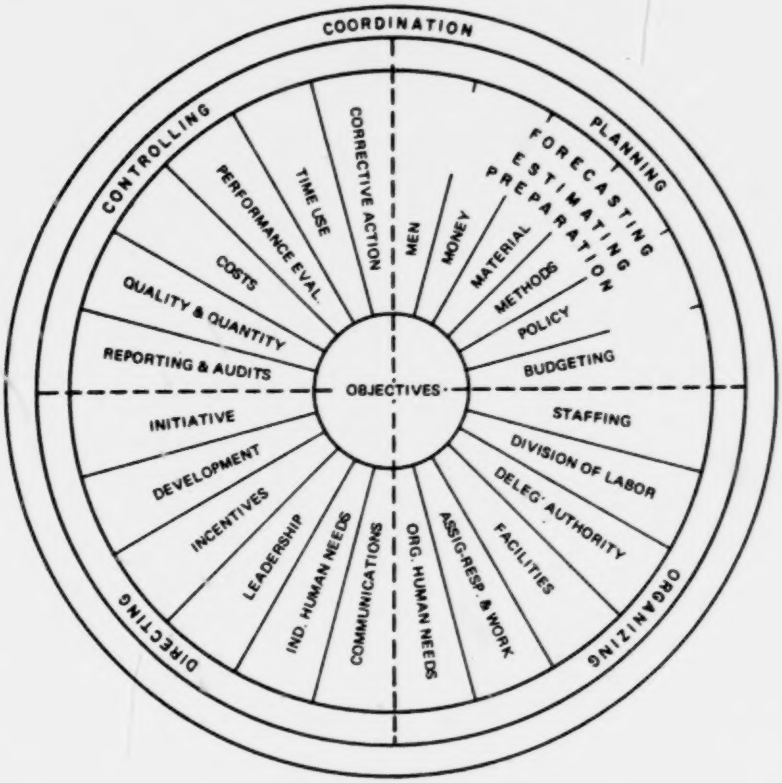
a. Directing
   Controlling

b. Planning
   Organizing

c. Both of the above

d. None of the above

21 Here is the final view of the "management wheel."


COORDINATION
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IND. HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE
REPORTING & AUDITS
QUALITY & QUANTITY
COSTS
PERFORMANCE EVAL.
TIME USE
CORRECTIVE ACTION

Which of the following would you think is crucial to successful coordination of activities?

a. Excellent communication and understanding among individuals in horizontally related functions--especially during early planning

b. Adequate performance of all other managerial functions of planning, organizing, directing and controlling

c. Both of the above

d. None of the above

22 A company commander plans an agenda for a meeting of his staff and platoon leaders in the company wardroom. He invites the company officer to attend. He and the company officer arrive but find no one else there, even though he had the word passed during evening meal that there would be a meeting. Upon investigation, he learned that two of the members had choir practice, one was on emergency leave, one was on watch, and a varsity football player had to watch movies of the last game. Closer attention to which function(s) of management might have helped the company commander avoid this embarrassment?

a. Control
b. Coordination
c. Both of the above
d. None of the above

---

23 From Part One, Segment I of this course, you will recall "naval leadership" was defined as including the management process for accomplishment of a mission. This suggests a somewhat different use of the terms "leadership" and "management" in the naval context. It suggests, in fact, that:

a. Management is a component of leadership.
b. Leadership is a component of management.
c. Both of the above
d. None of the above

24 The reason behind this terminological table-turning is simply that "leadership" has a much broader meaning in the naval context than it does elsewhere.

Which of the terms do you suppose has the more dynamic and spirited connotation?

a. Management

b. Naval leadership

c. Both of the above

d. None of the above

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Management Functions

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which correctly describes the Naval Academy's concept of the managerial functions.

   a. The Navy's concept can be represented by a wheel. The hub represents the managerial functions, the outer rim represents the components which make up the functions, and the inner rim represents coordination.

   b. The managerial functions according to the Academy's classification may be represented by the concept of a wheel. The hub represents coordination, the outer rim represents the components which make up the functions, the spokes represent the functions, and the inner rim represents the objective.

   c. The managerial functions, according to the Academy's classification, may be represented by the concept of a wheel. The hub represents the objectives, the inner rim shows the functions, the spokes show the components of each of the functions, and the outer rim represents coordination which ties all of the functions together.

---

2. Which of the following correctly lists the management functions as set forth by Luther Gulick?

   a. Guiding, ordering men, coordinating, obtaining material

   b. Planning, directing, controlling, cooperating, coordinating

   c. Directing, organizing, controlling men, money, and material

   d. Planning, organizing, staffing, directing, coordinating, reporting and budgeting

3. Which of the following identifies the cause of distortion in the management process?

a. Any overemphasis on any one of the managerial functions produces distortion in the management process.

b. Failure to coordinate

c. Both of the above

d. None of the above

---

4. Which of the following examples illustrates that the various management functions have been properly performed by the leader?

a. ENS Oliver is assigned the task of restocking one of the supply storerooms while the ship is in port. ENS Oliver passes the order on to the chief petty officer and tells him to be sure the job is taken care of before the ship is ready to sail again. When the ship moors, Oliver assures himself that the job is being taken care of and then goes ashore on leave.

b. LT Gaither, a division officer, is placed in charge of having the portside of the ship painted as soon as the ship moors. Upon receiving his order from the Captain about the painting mission, Gaither determines the best time in the ship's schedule for accomplishing the mission, the materials, and number of men required. He then secures the materials needed and the proper number of men. He assigns the personnel to the work and exercises normal supervision while the work is in progress. From time to time, LT Gaither personally inspects the progress of the work to ensure that deficiencies are corrected, and reassigns men to keep the work progressing in an efficient manner.

c. Both of the above

d. None of the above

5. Which of the following correctly describes the importance of maintaining a balance of functions within the management process?

a. When the managerial functions are properly used by a leader with welfare of his subordinates in mind, he will be highly respected and looked up to by his followers.

b. When the managerial functions are performed properly, and adequate consideration is given to their interrelatedness, the results should be an integrated, well-balanced composite of efforts exerted by an informed and satisfied work group.

c. Both of the above

d. None of the above

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 3

1. c
2. d
3. c
4. b
5. b

This is the end of Part Five, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment I
Introduction to Management and the Management Process

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

INTRODUCTION TO MANAGEMENT AND THE MANAGEMENT PROCESS

PROGRESS CHECK

Question 1.

Which of the following paragraphs best describes the concept of management?

a. Management is the activity performed by an executive whose duties and functions are to administer and manage affairs.

b. Management is the dynamic process by which objectives are accomplished that require the coordinated efforts of people and resources (time/money/material).

c. Management is the dynamic process by which the goals of an organization are accomplished by the upper echelons of the organization.

d. Management is a dynamic process involving guidance, leadership, and control of a group of individuals toward a common goal.

Question 2.

In which of the following situations is management evident?

a. MIDN Quill, the Editor-in-Chief of the Lucky Bag, supervises all the production tasks. He oversees copy writing and works closely with photographic, business and advertising staffs to insure timely delivery of the final product without cost overrun.

b. MIDN Thompson, the Company Mate, is responsible for the security of all decks in his company area. He maintains a log of events and his activities, passes the word, and when the postman brings mail for the company, he sorts it and places it in each midshipman's mailbox.

c. Both of the above

d. None of the above

Question 3.

One reason why management has become increasingly important in industry is that parent industries have expanded to such an extent that branch plants exist in almost every major population center. Which of the following statements gives a similar reason for the increasing importance of management to the military?

a. The armed forces has continually increased the complexity of its equipment and moved forward in advancing weapons technology.

b. The armed forces has considerably increased in size, resulting in the need for and use of high degree of specialization in officer and enlisted ranks, causing more centralization of authority.

c. The size and the mission of the armed forces have expanded so much that the military now has world-wide commitments. The mission of any command, no matter how remote, provides a vital link in the military task.

d. The Senate Armed Services Committee meets periodically with the Secretary of Defense to discuss budgetary problems in order to maintain tight control of allotted monies.

Question 4.

Which of the following statements best gives the reasons for the importance of management in industry?

a. Demands made by those in direct managerial capacity and the increased size of the enterprise or establishment

b. The extensive specialization of labor and personnel as well as the wider span of control

c. The increasing technological advances that have been utilized in the established civilian organizational framework

Question 5.

LT Jones is the CO of a small amphibious ship in the Amphibious Ready Group. Their mission is to steam up and down off the coast, ready for action if needed. They may wait for several months without being called. The men have developed a strong tendency to grumble and show other signs of discontent.

Which of the following is probably the reason for the discontent and offers the best solution?

a. Men on shipboard are often discontented. There is little that LT Jones can do about the situation.

b. The men probably have lost sight of their mission, so they should be reminded of it frequently.

c. The petty officers are probably too tough. Perhaps they should be told to unbend a little.

d. The men probably need more off duty entertainment.

Question 6.

Which of the following statement(s) describe(s) the importance of the objectives to management?

a. The objectives of management force the manager to be a unifying effect for any organizational group.

b. The objectives of management make the task of managing easier if the objectives are definite and kept clearly in mind.

c. The objectives of management are basic in management and must be determined as soon as the course of action has been set.

d. All of the above

Question 7.

The following are statements of five management functions. At the Academy they are classified as:

a) Planning

b) Organizing

c) Directing

d) Controlling

e) Coordination

Match the letter of the function with the number of the statement corresponding to it.

1. Involves breaking the work of the mission into component activities
2. Requires much initial research and analysis
3. Involves inducing members of the group to want to achieve the assigned objectives
4. The outer rim of the management wheel
5. The components of this function all involve some kind of measurement

Which set of numbers/letters is correct?

a. 1-a, 2-d, 3-e, 4-c. 5-b

b. 1-b, 2-a, 3-c, 4-e, 5-d

c. 1-d, 2-b, 3-a, 4-c, 5-e

d. 1-e, 2-d, 3-b, 4-a, 5-c

Question 8.

Which of the following statements is the correct definition of planning?

a. The function of determining in advance what a group should accomplish and how the goals are to be achieved

b. The function of providing in advance a structure to establish relationships between men and material grouped together for a common purpose

c. The function which bridges in advance the gap between organizing and preparation so that instructions to subordinates and others are consistent with what is to be done

d. The orderly synchronizing of the efforts of subordinates to provide in advance the proper amount, timing, and quality of execution, so that the unified efforts will lead to the stated objectives

Question 9.

Which of the following statements is the correct definition of controlling?

a. The function of determining what a group should accomplish and how the goals will be achieved

b. The function which bridges the gap between planning and organizing and actual operation involving the issuance of orders and instructions to subordinates and others to indicate what is to be done

c. The function of establishing and fully applying the necessary means to ensure that plans, orders, and policies are complied with in such a manner that the objective will be obtained

d. The orderly synchronizing of the efforts of subordinates to provide the proper amount, timing, and quality of execution, so that the unified efforts will lead to the stated objectives

Question 10.

Choose the statement(s) which describe(s) why maintaining a balance of functions in the management process is important.

a. It is control which helps keep the management process in balance and without control the objective will seldom be achieved.

b. Any overemphasis on any one of the managerial functions produces distortion in the management process.

c. When the managerial functions of planning, organizing, and controlling are each executed properly, the result will automatically be an integrated, well-balanced, composite of efforts exerted by an informal and satisfied work group.

d. All of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT I

REMEDIATION TEXT Syndactic Text (ST/SV)

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Summary 1: Pages 1 - 2
2	a	Summary 1: Pages 2 - 4
3	c	Summary 2: Pages 37 - 38
4	b	Summary 2: Page 37
5	b	Summary 2: Pages 38 - 40
6	b	Summary 2: Pages 38 - 40
7	b	Summary 3: Pages 69 - 77
8	a	Summary 3: Pages 71 - 72
9	c	Summary 3: Pages 75 - 76
10	d	Summary 3: Pages 76 - 77
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment II
Decision Making and Creativity

Syndactic Text
Single Volume
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"The real test of the military decisionmaker is to weed out the trivia, to go to the heart of the matter, to decide, and having decided, to execute."*
>
> *General George H. Decker*

Everyone makes many decisions governing his own daily behavior. As a leader and manager you will make many decisions which affect others. You must understand the importance of decisionmaking and of the necessity for the leader to make GOOD decisions. As an officer in the Naval service, you will be required to make decisions to enable you to reach an objective after considering all the risks and implications involved concerning both men and material.

You will be aided in making decisions by experience, the example of other leaders and managers, recommendations from seniors, peers, and subordinates, and any management tool that is available. Recognizing the creative idea and understanding the consequences of decisions are particularly necessary aspects of military management. All decisions are not necessarily creative, but an officer must be able to recognize and utilize creativity.

DECISION MAKING AND CREATIVITY

Summary 1

The Importance of Decision Making

A military leader is continually faced with problem situations and the need to make decisions. Though the nature of the problem may vary tremendously, one thing is sure--in any organization that functions on a long-term basis, new situations are bound to arise from time to time which require decisions. These decisions will vary according to the type of organization.

In the military organization, certain factors create a unique climate for development of problem situations. Military decisions are made in a technologically complex environment. No present-day commander can fully understand all the sophisticated technology with which he is surrounded. When he lacks a mastery in some technical area, he must rely on his subordinates to make recommendations to him based on their specialized knowledge. The Navy ship at sea usually does not have civilian technical representatives immediately available on board, and decisions often carry a certain amount of risk. The Captain of a destroyer is responsible for a weapons system valued at several million dollars. His ability to make good decisions--which ultimately involve the complex equipment aboard his ship--is of great importance and is a challenging leadership responsibility.

Decisions must often be made in the absence of complete information. For example, the head of the midshipmen's mess must make a decision on the quantity of food to prepare for a given week-end without knowing the exact number of midshipmen planning to dine in the mess. A decision is made based on the best estimate.

A third factor which is unique in military decision making, and notably present in the shipboard situation, is that superiors and their decisions are more visible to subordinates, since both are living and working together for extended periods of time. The convenience of being able to get on the telephone and bring in an expert, so common in the civilian/industrial world, is often not available to the naval officer. He must be able to act without recourse to additional sources above and beyond what he has on board his ship. This is equally true for the junior officer with an engineering problem, as for the Commanding Officer.

Elements in Decision Making

What are the steps of good decision making that are applicable to guide both the naval officer and the midshipman?

There are five basic steps in decision making: one, define the problem; two, gather and analyze the facts that bear on accomplishing the desired objectives; three, develop possible courses of action; four, analyze and compare various possible courses of action; and five, decide on the best course of action. (These steps are identical to the estimating phase of planning to be discussed in Part 5, Segment IV.)

It is necessary to define the problem on every level of decision making. Sometimes, problems arise which are difficult to define. We look at symptoms, not the real causes. Rather than ask the question, "What is my problem?" perhaps it would be just as well to ask, "Why do I have the problem?" If a ship is taking on water because of a collision, pumping the water out treats the symptom; but applying a collision mat braced with shoring treats the cause.

Putting midshipmen on report for public display of affection treats the symptom, whereas explaining why this represents conduct unbecoming an officer and a gentleman treats the cause.

The most common source of mistakes in management decisions is the emphasis on finding the right answer rather than the right question.

The second step is to gather and analyze the facts that have a bearing on the accomplishment of the desired objectives.

Obviously, gathering information which is unrelated to the problem is wasted effort. This is why it is so important to know what the problem is before you start looking for information with which to solve it. Sometimes obtaining facts is too costly or time-consuming to be worthwhile. However, it is usually possible for a decision maker to estimate the nature of missing information from the analysis of pertinent and available facts, and to make appropriate assumptions.

Not all fact-gathering is performed objectively. The squad leader who investigates the apparently low morale of a plebe by asking about the frequency of his mail, the state of his health, and his extra-curricular successes is showing a bias in fact-collecting. Likewise biased is a squad leader who investigates only by examining the plebe's record of demerits and offenses.

The third step in decision making is the development of possible courses of action. Of course, such alternatives are determined in both number and complexity by the magnitude of the problem, the resources of the decision maker, and the limitations of the environment, and by policy and tactics. The creative decision maker manages to capitalize on all these elements to formulate courses of action that are never apparent to the single-focus investigator. In general, alternatives will be characterized by factors such as feasibility, risk, degree of personal judgment, and uncertainty. All will be subsequently analyzed (step four) according to each one's value when measured against cost and benefit criteria.

The number of possible courses of action is limited by the leader's creativity, the resources at his disposal and the doctrines and tactics which he uses in executing his decision.

By selecting alternative courses of action, the decision maker can test the relative merits and demerits of each against some criterion. It is of major importance in developing courses of action that the decision maker keep things down to workable numbers of alternatives. Probably the first few which come to mind are the better ones.

We have discussed three of the five elements of decision making: one, defining the problem; two, gathering and analyzing the facts that have a bearing of the accomplishment of the desired objectives; and three, developing possible courses of action which might solve the problem. These elements must be considered in sequence. While all three of these elements are preliminary steps to final decision making, the third element, developing possible courses of action, and the fourth element, analyzing and comparing various courses of action, are the most complicated and important. We shall discuss the fourth step and the fifth, deciding on the best course of action, in Summary 2.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page and follow the directions.

Summary Pre-Quiz 1

The Importance of Decision Making

Answer the following questions as indicated in your Student Guide.

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1. Which of the following statements is not descriptive of the environment for decision making in the military?

   a. Modern decision making has highlighted the importance of making logical analyses in a complex environment of accelerating change.

   b. Decisions are made in a technologically complex environment.

   c. When the proper procedures for decision making are carefully followed, the amount of risk associated with the decision is extremely small.

   d. Decisions are made in a highly visible environment in which superiors and subordinates live and work together for extended periods.

---

2. Which statement correctly describes the element of risk involved in decision making?

   a. There is no actual risk involved in decision making if the individual has followed the procedure correctly.

   b. Decisions involving varying degrees of risk are made in cases where information is seldom, if ever, complete.

   c. The primary risk involved in decision making is making the wrong decision, due to conflicting objectives.

   d. There is seldom a degree of risk involved in decision making because it is usually possible to predict the actual outcome of a decision.

3. Which statement identifies in correct order the elements of decision making?

a. Defining the problem, deciding on a solution, enforcing the decision

b. Selecting courses of action, stating the problem, defining the proper questions, making a decision

c. Defining the problem, gathering and analyzing the facts, developing courses of action, analyzing and comparing courses of action, deciding on the best course of action

d. Obtaining the facts, defining the problem, selecting courses of action

4. The Chief Engineer of a destroyer is informed by the Executive Officer that arrangements have been made to clean the ship's fresh water tanks during the next Navy Yard availability. The Chief Engineer will have the responsibility for accomplishing this task. Upon arrival at the Navy Yard, and in conference with the yard representatives, the Chief Engineer discovers that a considerable portion of the work must be accomplished by the ship's company. Therefore, the problem is quite different from his original assumption, namely, that the Navy Yard would accomplish the cleaning of the fresh water tanks.

Which statement correctly describes the course of action to solve the problem?

a. The Chief Engineer should report to the Executive Officer that the yard will, in effect, not be able to accomplish the cleaning of the tanks.

b. The Chief Engineer should report to the Executive Officer that it will not be possible to clean the tanks during this particular availability.

c. The Chief Engineer should report to the Executive Officer that the yard will be unable to clean the tanks unless certain components of the job--such as draining, wiping after sandblasting, and flushing after coating--are performed by the ship's company.

d. The Chief Engineer should report to the Executive Officer that the yard representative has declined to commit yard resources to the very necessary task of cleaning the ship's tanks. He recommends that the ship take the problem to the Deputy Commander of the shipyard to reverse the representative's decision.

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Now, check your answers.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. b
3. c
4. c

If all your answers are correct, go to Summary 2 on page 29. If you missed one or more questions go to the next page and go through Programed Sequence 1.

Programed Sequence 1

The Importance of Decision Making

OVERVIEW: In any organization that functions over an extended period of time, it is inevitable that from time to time, problem situations will arise that will require decisions made so that resources (manpower, materials, etc.) may be effectively utilized to accomplish objectives. No matter how much care and foresight has gone into the establishing of an organization and its mode of operation, it will never be free of problems for an extended period of time. As conditions change, or emergencies arise, new decisions must be made to ensure the most effective use of the organization's resources toward the accomplishment of its mission. For any organization to run efficiently and function smoothly, the individuals in control must have the skills required for effective decision making. Military leaders especially require sound decision making skills to meet the unique demands placed on them by the setting of the military.

1 It is necessary for leaders of any organization to demonstrate decision making skills.

Which of the following statements relates to that necessity?

a. When an organization is functioning smoothly, with no unusual situations or crises confronting it, the leader must be ever alert to detect any early signs of trouble.

b. It is the nature of any organization in which issues or problems arise unexpectedly which must be dealt with effectively to ensure the continued functioning of the organization.

c. When a low-ranking member of an organization makes a poor decision about an issue which is clearly within his area of responsibility, the consequences are seldom disastrous or even serious.

d. The materials, resources, and manpower of organizations must be properly allocated and efficiently used so that the organization may successfully accomplish its objectives.

---

2 In military organizations, certain factors intensify both the difficulty and the importance of decision making. Four such factors are exemplified below.

a. Decisions must be made in a technologically complex environment.

EXAMPLE: For a number of years the Naval Academy has had to function in an atmosphere of conflicting objectives. The operational forces in the fleet want the "end product" of the Academy to be a highly competent professional, able to take over as soon as possible as OOD aboard a ship. The academicians, on the other hand, desire a strong basic education for the midshipmen, so that they can compare favorably with graduates from other four-year colleges. Courses and programs must be planned with these apparently conflicting objectives in mind.

b. Decisions in matters involving considerable risk must often be made in the absence of complete information.

EXAMPLE: Under combat conditions a Marine junior officer is often called upon to make decisions regarding medical evacuations without benefit of complete medical information.

c. In the highly visible environment of the military life the consequences of a decision are readily apparent to both the decision maker and his subordinates. Blunders cannot be easily hidden.

EXAMPLE: The MOOW who prescribes that the uniform for liberty should be raincoats and overshoes is the "goat" when the rain doesn't materialize.

d. Modern research in decision making highlights the importance of making logical analyses in a constantly changing environment.

EXAMPLE: When a Marine unit attempts to seize an objective the leader must constantly re-evaluate the situation in the light of changing variables such as the condition of the terrain, number and position of enemy and/or friendly forces, supporting forces available, condition of his own troops, and many other similar factors. As the situation changes from minute to minute, the leader must be always ready to analyze it in terms of all factors, but especially of the significant ones.

3 Which examples illustrate unique factors of the military setting which make decision making difficult?

1) A small village is under attack by the enemy. The decision must be made to evacuate the residents or to send in additional forces to protect them.

2) A sailor is insubordinate to his direct superior. The consequences to be applied as the result of his behavior must be decided upon.

3) The pilot of a helicopter low on fuel and under hostile fire must decide whether to attempt rescue of a downed pilot he has just sighted.

4) Food and stationery supplies must be ordered for an amphibious base. The supply officer must decide upon the correct quantities to order.

Choose the correct answer:

a. 1 and 4

b. 2 and 3

c. 3 and 4

d. 1 and 3

---

4 Which unique factor(s) of decision making in the military situation is illustrated by the group you just selected?

a. Decisions are made in a technologically complex environment in which different components may have apparently conflicting objectives.

b. Decisions involving risk are made in situations in which information is seldom complete.

c. Both of the above

d. None of the above

5 Which set of statements correctly describes the climate or environment for decision making in the military?

a. The leader generally has a sound knowledge of all the technical aspects of the problem.

He operates in a highly visible environment.

Correct decisions are generally prescribed by military regulations.

b. The environment is frequently and rapidly altered.

The environment is highly visible.

Complete information is frequently lacking.

The setting is technologically complex.

Conflicting objectives often exist.

c. The environment is constantly changing.

The leader can usually conceal a bad decision because he is often physically remote from the men in his command.

There is a high degree of risk.

Information is seldom complete.

6 In this sequence of frames you will learn to identify the elements (or steps) in decision making. These are:

1) Defining the problem
2) Gathering and analyzing the facts
3) Developing possible courses of action
4) Analyzing and comparing possible courses of action
5) Deciding on the best course of action

7 The first step in solving any problem must be to make sure that you know what the problem is. What appears to be the problem may actually be only a symptom. A subordinate reports a problem to you.

What should your first step be?

a. Start to examine and evaluate the various approaches to solving the problem.

b. Seek as much relevant information as possible to make sure that the problem as reported is the real problem.

---

8 To define the real problem and not merely its symptoms, it is necessary to identify the conditions that are causing the problem. One's initial interest should be in finding the right questions to ask rather than the right answer.

Which correctly lists points to be kept in mind in defining the problem?

a. Make sure that you have defined the real problem, and not one of its symptoms.

b. Search for the right questions to be asked first rather than the right answers.

c. Make sure that the problem is stated in clear and definable terms which everyone can understand.

d. Be sure to identify and list all the symptoms of a problem and all its possible causes before starting your search for a solution.

9 Remember that the five elements (or steps) in decision making are:

1) Defining the problem
2) Gathering and analyzing the facts
3) Developing possible courses of action
4) Analyzing and comparing possible courses of action
5) Deciding on the best course of action

---

10 In decision making, "gathering and analyzing the facts" is important both for "defining the problem" and for "developing possible courses of action."

Obviously, all relevant facts should be taken into consideration before a decision is made.

The importance of gathering the facts varies with (1) the nature of the problem and (2) the availability of information.

---

11 What do the previous statements imply?

a. It is sometimes wise to refrain from gathering certain facts.
b. Readily available information pertaining to a problem should generally be examined.
c. Both of the above
d. None of the above

$\boxed{12}$ If a problem is extremely important and the consequences of a wrong decision would be grave, it may be worthwhile to go to considerable trouble and expense to obtain certain relevant facts or information.

From the statement above, which would you conclude?

a. The importance of gathering and analyzing the facts can never be overestimated. It is always the most essential part of decision making.

b. The importance of gathering and analyzing the facts varies with the nature of the problem.

$\boxed{13}$ In seeking the facts or information about a problem, the decision maker may be able at least to identify certain kinds of relevant information which are not available and not easily obtainable. He may further decide that it is not advisable, given the nature of the problem and the expense of further fact-finding, to go to the trouble and expense of gathering the desired information.

What do you conclude from the foregoing statements?

a. There is a subjective element in deciding what facts to gather.

b. A good decision maker withholds his decision until every fact is gathered.

14 Which of the following statement(s) is/are true?

a. In coping with a problem, it is useless to speculate about facts which are unavailable.

b. The importance of gathering the facts cannot be overestimated.

c. Identification of areas of ignorance alerts the decision maker to the subjective element of fact-gathering.

d. Gathering the facts is sometimes limited by factors of time and expense.

15 The Commanding Officer of a Navy electronics school has an impression that the failure rate in a particular course is becoming so high that he may be unable to meet his quota of trained graduates for the following year. He tells one of his staff, LTJG Booker, to study the problem and recommend a solution.

Which of the following facts should LTJG Booker gather before formulating his alternative solutions?

a. The records of student failure rate, which would verify his impression that attrition is excessive

b. The exact number of trained graduates required which he can get from the Department of the Navy

c. Information as to whether the instructional content of the course is now more difficult because the caliber of students has changed

d. Qualifications of course instructors, which he can find by examining records on their academic and teaching backgrounds

16 Which correctly pairs the elements of decision making covered thus far in this lesson?

a. "Searching for proper questions" and "obtaining the facts"

b. "Defining the problem" and "gathering and and analyzing the facts"

---

17 The third element in decision making, which we will now consider, is: developing possible courses of action. The phrase refers to the process of selecting alternative courses of action which might conceivably solve the problem.

It has been brought to the attention of Midshipman Company Commander Marx that some members of his company, which is otherwise high in the competition for color company, are not doing too well academically. MIDN Marx can think of a number of ways of approaching the problem. Some approaches he can discard immediately, e.g.,

1) Confront the entire company with the facts about the academic failure of some members, and call off all scheduled drills for color competition, since the company's chances are so slim anyway.

2) See if the rules for color competition can be stretched a bit to make it possible for an outstanding company to win in spite of a low academic rating.

Other approaches might conceivably solve the problem, and these he retains for consideration,e.g.,

1) Recommend that the academically foundering members of his company take advantage of available extra instruction.

2) Have a talk with all members of the company and indicate that academic excellence is a key area of competition and ask the extra effort of all men in reaching academic excellence

3) Schedule fewer extra blinker drill sessions, to see if the time might be better used by those midshipmen needing more time to study.

18 When a decision maker develops alternative courses of action he must carefully weigh the costs of each alternative against the benefits of each and select the most efficient and productive solution. Therefore, it is important to select alternatives which can be translated (at least roughly) into terms of cost and benefit.

The administrative staff at a university is seldom able to meet grade deadlines because of a heavy workload.

Which alternative solution to the problem violates the principle stated above?

a. The work areas of the staff should be redesigned to produce a more comfortable atmosphere for work and thus improve staff productivity.

b. The university should install a computerized grade reporting system at a cost of $2,000 per month which would cut down staff time by 300%.

---

19 In developing alternatives, the decision maker may find that as the complexity of the decision increases, the selection of alternatives becomes more difficult.

Which can you infer?

a. The need for greater judgment increases.

b. The decision maker should rely more heavily on military regulations to seek a solution.

20 In military decision making, the range of alternatives is often greatly affected by the degree of risk and uncertainty involved. When there is a real or possible risk of life or property, the range of alternatives will be limited to those which involve the least amount of risk and uncertainty. In some cases, the risk may be so great that the accomplishment of the mission may have to be postponed, or the mission itself may have to be altered.

---

21 Consider the role of the leader in the following example, and note how he must evaluate his objective in terms of risk.

> A division of attack aircraft has been assigned a mission to bomb a target. Several secondary targets have also been designated, to be bombed on the return trip as time, fuel and stores permit. Enroute to the target, one of the pilots reports he cannot transfer fuel from his external tanks and that he has only limited flight time left. Compounding the situation, meteorology has forecast severe winds. The flight leader, LT Ranweh, must decide whether to abort the mission, to divert to closer secondary targets, to continue to the primary target and divert to a closer alternate recovery base, to send the malfunctioning aircraft back to the carrier alone or with an escort and continue the original flight plan with the remainder of the division, or to continue to the primary target with the entire division and request aerial refueling during the return flight.

22 Another set of factors which limits the number of courses of action available to the leader is his creativity, the resources at his disposal, and the doctrines or tactics he expects to use in executing his decision. The person with few resources available, and the one who won't look beyond solutions he has tested in the past, will find himself with a narrow range of alternatives.

Two junior officers, each in charge of a CIC watch section, are faced with critical personnel shortages. Unless some action is taken immediately, their sections cannot continue to function.

Which of the two decision makers will probably have the greater range of alternative courses of action?

a. The junior officer who merely reports the shortage to the department head explaining that he must get more men assigned or increase the frequency of watches for men currently assigned.

b. The junior officer who seeks to combine functions of the watch and offers to train volunteers from other departments who would be interested in learning more about CIC.

$\boxed{23}$ No matter how complex the problem nor how many courses of action are identified, it is necessary eventually to reduce the number of alternatives to a workable number.

Choose the statement that describes the best approach for selecting feasible courses of action.

a. Any course which has any disadvantages or drawbacks should be eliminated from further consideration.

b. Those courses which have the greatest benefits and the fewest drawbacks should be retained for further consideration.

SUMMARY: We have now covered the first three elements of decision making:

1) Defining the problem

2) Gathering and analyzing the facts

3) Developing possible courses of action

The fourth element: analyzing and comparing possible courses of action, and the fifth, deciding on the best course of action, will be covered in Programed Sequence 2.

This is the end of Programed Sequence 1. Now, go to the next page and take Summary Post-Quiz 1.

Summary Post-Quiz 1

The Importance of Decision Making

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly describes the element of risk involved in decision making?

   a. Decisions involving varying degrees of risk are made in cases where information is seldom, if ever, complete.

   b. The primary risk involved in decision making is making the wrong decision, due to conflicting objectives.

   c. There is no actual risk involved in decision making if the individual has followed the procedure correctly.

   d. There is seldom a degree of risk involved in decision making because it is usually possible to predict the actual outcome of a decision.

---

2. Which of the following statements is not descriptive of the environment for decision making in the military?

   a. Decisions are made in a highly visible environment in which superiors and subordinates live and work together for extended periods.

   b. When the proper procedures for decision making are carefully followed, the amount of risk associated with the decision is extremely small.

   c. Modern decision making has highlighted the importance of making logical analyses in a complex environment of accelerating change.

   d. Decisions are made in a technologically complex environment.

3. Which statement identifies in correct order the elements of decision making?

   a. Obtaining the facts, defining the problem, selecting courses of action.

   b. Defining the problem, gathering and analyzing the facts, developing courses of action, analyzing and comparing courses of action, deciding on the best course of action.

   c. Selecting courses of action, stating the problem, defining the proper questions, making a decision.

   d. Defining the problem, deciding on a solution, enforcing the decision.

4. The Chief Engineer of a destroyer is informed by the Executive Officer that arrangements have been made to clean the ship's fresh water tanks during the next Navy Yard availability. The Chief Engineer will have the responsibility for accomplishing this task. Upon arrival at the Navy Yard, and in conference with the yard representatives, the Chief Engineer discovers that a considerable portion of the work must be accomplished by the ship's company. Therefore, the problem is quite different from his original assumption, namely, that the Navy Yard would accomplish the cleaning of the fresh water tanks.

Which statement correctly describes the course of action to solve the problem?

a. The Chief Engineer should report to the Executive Officer that the yard will, in effect, not be able to accomplish the cleaning of the tanks.

b. The Chief Engineer should report to the Executive Officer that it will not be possible to clean the tanks during this particular availability.

c. The Chief Engineer should report to the Executive Officer that the yard will be unable to clean the tanks unless certain components of the job--such as draining, wiping after sandblasting, and flushing after coating--are performed by the ship's company.

d. The Chief Engineer should report to the Executive Officer that the yard representative has declined to commit yard resources to the very necessary task of cleaning the ship's tanks. He recommends that the ship take the problem to the Deputy Commander of the shipyard to reverse the representative's decision.

Now, check your answers.

ANSWERS TO SUMMARY POST-QUIZ 1

1. a
2. b
3. b
4. c

Now, go to Summary 2 on the next page.

Summary 2

Analyzing and Comparing the Alternatives and Deciding on the Best Course of Action

Objectivity and intuition play a part in both the analysis and the comparison of possible courses of action. There are advantages and limitations to either value norm. Approaching and analyzing alternatives in a quantitative manner may assist the decision maker in arriving at a course of action because of the objectivity which a mathematical analysis provides. Analyzing costs and benefits of various alternatives may structure thinking so that planning is improved. It is essential to keep in mind that even the quantitative analysis may have some "unquantified" aspects (forecasts, estimates, future cost projections, etc.).

On the other side of the ledger, there are non-measurable factors which enter into the decision-making process. These factors, call them value judgments, common sense, intuition, or simply "hunches," almost always play a part in making decisions. With experience, a leader learns to use these non-measurable factors in making good judgments.

Few decisions can be so quantified that judgment is unnecessary. Personalities are involved in most judgment situations, and there is no way to guarantee the behavior of an individual in a given situation. Statistics may show significant probabilities of behavior, but it is wise to exercise judgment before making decisions which affect people, regardless of quantitative dictates. This does not imply that one should decide on the basis of "hunches." What's behind the hunch? Real data, or wishful thinking?

The use of non-measurable factors may have another disadvantage in that it may force a comparison of unlike things. Specifically, the costs of a benefit are one thing, the value of the benefit is something entirely different.

Who Makes Decisions?

Just about everybody makes decisions. Each of you makes decisions every day in your life at the Academy. Even though your academic schedule is highly structured, you do make decisions. You decide what to study and what you feel you need not study. You decide what library book you wish to quote in a term paper. You decide how to plan your weekends. You decide what extra-curricular activity you want to participate in.

Where does the authority rest in decision making? Is it with the individual--or the group? Does the group decide (as in a special courts-martial, for example) or does the group recommend (as on an Admiral's staff, for example)?

An individual is more likely to make a decision when emergency matters are involved (e.g., calling the fire department), or when the decision is in a highly technical area where, as an expert, his qualifications are unquestioned.

Some decisions are better made by groups. Groups give individuals identity--a sense of belonging--and a group decision helps to strengthen the identity. The group belonging strengthens the individual's self-concept, provides satisfaction, and creates an "in the know" feeling. Groups can provide an opportunity for vigorous discussion of the various courses of action.

Whichever may be the case, the fifth and final step in the decision-making process, i.e., deciding on the best course of action, may be taken by either an individual or by a group. If the individual has the authority for decision making, a decision is reached after evaluation; if a group has the authority to decide, the group decides. In the group-advisory situation, a recommendation is sent from the group to the party who has the authority to decide.

This is the end of Summary 2. Now go to Summary Pre-Quiz 2 on the next page and follow the directions.

Summary Pre-Quiz 2

Analyzing and Comparing the Alternatives and Deciding on the Best Course of Action

Answer the following questions as indicated in your Student Guide.

1. LTJG White, the pilot of a transport aircraft, encounters engine trouble on a flight over the Pacific Ocean. He radios his base about his problem and is advised that a Navy ship is within an hour's flying time off course of his present position and will stand by to pick up his crew and passengers should he decide to ditch the aircraft. The pilot notes that the engines are operating erratically and may or may not be able to maintain the aircraft at safe altitude until the base is reached.

Assuming that the objective is the safety of the passengers and crew, select the most appropriate course of action.

a. The pilot confers with crew and passengers, asking their opinion. He states that he will abide by the consensus.

b. The pilot feels that the engines just might continue to operate, although minimally. Weighing this against the hazards of ditching, he determines to continue on course.

c. The pilot considers the hazards of ditching and orders that the cargo be jettisoned to see if the reduction in weight will improve aircraft performance and increase the probability of maintaining altitude.

d. All of the above are equally valid.

2. Which of the following statements describe(s) a disadvantage associated with the use of measurable factors in decision making?

   a. Measurable factors are sometimes based on approximations or estimates and are not as precise as they appear.

   b. The use of measurable factors often makes a decision more difficult since the number of alternatives to be considered is thereby increased.

   c. The use of measurable factors is risky because it, in effect, lets a computer make the decision rather than a human being.

   d. Quantitative values, when projected far into the future, rarely turn out to be exactly as predicted.

---

3. Which decision(s) would best be made by an individual?

   a. To prepare for the Fleet Commander's inspection, extra time will have to be put forth by all departments. A decision must be made whether this extra time should be in the early morning, evening, or both.

   b. The OOD is advised of a fire in the berthing area. A decision must be made whether or not to clear the area of personnel and send in a fire-fighting team.

   c. A seaman has slipped off a ladder and injured himself. A decision must be made whether to give him first aid on the spot or move him to sick bay.

4. The OOD underway is advised by the Navigator of an approaching tropical storm. The OOD decides to contact the Commanding Officer and inform him of the situation rather than order any change in course. The CO orders that the ship remain on course.

Which correctly identifies the roles of those involved in the situation?

a. Information provider: Commanding Officer
Decision maker: OOD

b. Information provider: Navigator, Commanding Officer
Decision maker: OOD

c. Information provider: Navigator, OOD
Decision maker: OOD, Commanding Officer

d. Information provider: OOD
Decision maker: Navigator

Now, check your answers on page 36.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. a and d
3. b and c
4. c

If all your answers are correct, go on to Summary 3, page 65. If you missed one or more questions, turn to page 37 and go through Programed Sequence 2.

Programed Sequence 2

Analyzing and Comparing the Alternatives and Deciding on the Best Course of Action

OVERVIEW: You now know the first three steps, or elements, of decision making:

1) Defining the problem
2) Gathering and analyzing the facts
3) Developing possible courses of action

The fourth step, analyzing and comparing possible courses of action, and the fifth step, deciding on the best course of action, will be discussed in this frame sequence. You will learn that good decision making depends on careful analysis, based on consideration of both measurable and non-measurable factors. You will learn, too, the advantages and disadvantages of using measurable and non-measurable factors in your decision making.

In evaluating any course of action, it is necessary to consider both benefits and costs (including risks) associated with it. Benefits and costs can sometimes be described in quantitative terms, sometimes not.

1 Which of the following statements is true?

a. A good decision maker bases his decision only on solid precisely quantified information.

b. A good decision maker shows good judgment in assessing non-measurable factors.

Measurable factors are elements that can be estimated fairly precisely or can be computed mathematically.

---

2 Which of the following information consists of measurable factors?

a. Information such as number of record books reviewed and processed, number of recruits to process through recruit training, number of sea-going electronics technician billets to be filled during the next fiscal year

b. Information such as the effect of current events on naval service recruiting efforts, personnel losses to be anticipated from either accidental deaths or budget cuts, to be taken into account when considering strength for next fiscal year

---

The task of a leader is to analyze the relevant factors, both measurable and non-measurable, and to decide, on balance, which course of action has the largest net advantage.

---

3 Below is a simulated balance sheet of the advantages and disadvantages of two incompatible decisions. Assuming all factors to be of equal importance, which alternative would you take?

a. Advantages

X--------------
Y--------------
Z--------------

Disadvantages

R--------------

b. Advantages

X--------------
P--------------
N--------------
V--------------

Disadvantages

R--------------
S--------------
T--------------

4 Which illustrates proper decision making activities?

a. ENS Yancy and LT Roma, the department head, have completed an inspection of spaces, equipment, and supplies of Yancy's division. The department head has found the general cleanliness and upkeep of spaces unacceptable and informs the ensign that much of the equipment seems to be in almost unworkable condition. ENS Yancy immediately requisitions paint and other supplies and orders his men to clean up the division spaces thoroughly.

b. LT Schroeder's assignment is to come up with a highly specialized technical training course for junior officers. He finds, upon looking in the Catalog of U. S. Naval Training Activities, that the course he needs is not available from the Navy. Civilian programs can be obtained, but their cost is prohibitive. Listing all relevant factors quantitatively, he decides that in terms of costs and benefits it would be more advantageous to have a writer and an experienced man team up to write a program of their own.

---

5 Not all relevant factors carry equal weight. The relative weight of measurable factors, translated into costs and benefits, may reduce the possibilities considerably.

The officer responsible for warehouse maintenance found that damage from rats amounted to $15,250 over the past ten years.

Which alternative would offer the cheapest solution?

a. Extermination cost would be $1,000 per year but the cost of damage would be cut in half.

b. Rat-proof warehouses could be built for $15,000, but extermination, costing $1,000 would have to be done only every eight years.

c. Do nothing

6 Which is true of translation of all the alternatives into costs and benefits before selecting a course of action?

a. It is very desirable, since each alternative may then be evaluated mathematically.

b. It is undesirable, since it leads to "mechanical" decisions, unseasoned by human judgment.

---

7 Use of measurable factors aid in selecting a course of action, since each alternative may be evaluated mathematically.

What might you infer from the preceding statement?

a. Consideration of measurable factors tends to increase the complexity of the decision, since the number of alternatives open to the leader is thereby increased.

b. When possibilities can be translated into costs and benefits, the areas of uncertainty are greatly reduced.

---

8 Comparing costs and benefits of various courses of action reduces areas of uncertainty. Which inference do you make?

a. Measurable factors lessen the need for planning.

b. Measurable factors contribute to more accurate planning.

9 Marine LT Clifford's mission is to knock out an observation post on Hill 641 before the battalion can move into position. He plans to initiate an attack at 0400 hours. He has received conflicting reports on enemy strength and capabilities. Time does not permit him to send out a reconnaissance patrol of his own; also, if he waits too long, the enemy may be reinforced with additional men. Basing his plan of operation on the report he considers most reliable, he "jumps off" as originally planned.

Which statement describes Clifford's basis for decision?

a. A decision maker must often decide whether to act on the basis of incomplete information or to incur the costs (in time and/or money) which might be involved in obtaining more information.

b. Often a military leader must accomplish his mission at whatever cost to himself or his men. Risk is always involved in any combat situation, and mission accomplishment takes priority over other considerations.

c. Both of the above

d. None of the above

---

10 If some of the information needed for making a decision is lacking, and it is not feasible to gather the needed information, the leader may have to do which of the following?

a. Make the best judgment he can with the available information, and go ahead

b. Postpone the decision until later

c. Both of the above

d. None of the above

11 Hedging, or compromising, is a leader's way of protecting himself from losing by taking a counter-balancing action, thus minimizing risk.

Which is an example of hedging?

a. LTJG Smith, officer in charge of a naval shipyard machine shop, must decide whether to purchase new equipment or not. Analyzing various quantitative factors, he finds that a machine priced at $10,000 will reduce labor costs by $4,000 per year. Introduction of the new machine involves some risk of antagonizing the labor union. He decides to go ahead and buy the new machine.

b. "Scuttlebutt" has it that a surprise inspection of C Company by the Marine regimental commander will take place sometime within the month. The company is currently busy with a mission. Since the rumor can neither be verified nor discounted, CAPT Tomy, the company commander, decides to assign 10% of his personnel to getting C Company barracks, records and area into proper condition for inspection.

---

12 Which of the following paragraphs is the more reasonable statement of how measurable factors should be used in selecting a course of action?

a. The task of a leader is to evaluate the pros and cons of each alternative and decide which has the largest net advantage. When all pros and cons can be translated into quantitative costs and benefits, it is much easier to reach a sound decision. If facts are impossible or difficult to obtain, hedging may be wise.

b. The task of the leader is to gather information on all relevant quantitative factors, in order to accurately evaluate alternative solutions to a problem. Computations based on assumptions should not be considered, since they are unreliable and might lead to the selection of an inappropriate alternative.

13 Which statement(s) correctly describe(s) an advantage of using measurable factors?

a. Measurable factors may aid in selecting a course of action, since each alternative may be evaluated mathematically.

b. Comparing costs and benefits of various alternatives may contribute to more accurate planning.

---

14 There are also some disadvantages in analyzing alternatives on the basis of measurable factors. For example, analysts sometimes forget that some of their computations are based on approximations or estimates and thus are not so reliable as they appear.

What may we infer from the statement above?

a. Although mathematics may be an exact science, quantitative estimates of measurable factors can affect the accuracy of planning.

b. Measurable factors should be used only when expert judgments are unavailable.

---

15 Another disadvantage of using measurable factors is that quantitative values projected into the future rarely turn out to be exactly as predicted.

Considering this disadvantage, which statement provides a sound guideline for a decision maker?

a. One should never make a decision on the basis of quantitative values projected into the future. Rather, the decision should be put off until a later time.

b. Whether or not to base a decision on projections far into the future depends upon the amount of error that can be tolerated and the consequence of an erroneous prediction.

---

16 Match the items in the left column with the appropriate statements in the right column.

a. Advantage of basing decisions on measurable factors

b. Disadvantage of basing decisions on measurable factors

1) Analysts may forget that approximations, estimates, and forecasts usually lie at the base of their computations.

2) Each alternative may be evaluated mathematically.

3) Quantitative values projected into the future are rarely exact and reliable.

4) Precise, accurate selection of a course of action is possible.

5) Comparing costs and benefits of various alternatives may contribute to more accurate planning.

6) If the acceptable margin of error is narrow, considerable caution is needed in selecting a course of action.

Thus far in this programed sequence we have discussed analyzing courses of action on measurable (i.e., quantified) factors. Next, we will consider the role of non-measurable factors in analyzing alternatives.

Non-measurable factors are factors which, though relevant to a decision, cannot be quantified or measured in any precise way. They depend on such things as intuition, hunches, and other people's interests and opinions.

For example, a department store buyer must decide whether to invest in a large inventory of a new style of summer clothing several months before the season. Certain factors relevant to this decision are measurable, e.g., wholesale cost of items, overhead, salaries, profit per item, etc. But the buyer must also consider another aspect--how popular the style is likely to be.

---

17 Which of the following course(s) of action describe(s) a good way for the buyer to act on non-measurable factors?

a. Wait to see whether the style "catches on" before investing. If it does, invest heavily.

b. Obtain the advice of people with a record of successfully predicting style popularity.

c. If the buyer himself has a good predicting record, he should act on his own hunch.

Because of the nature of his business, the buyer in the last example could not afford to wait for more definite, quantified information before deciding. In many cases, no amount of waiting will provide more easily quantified information. Then it is necessary for the decision maker to rely solely on his judgment and subjectively assess and estimate the nature and importance of certain non-measurable factors.

---

18 People who rise to very high levels of management in business, government, or the military services, typically do so not because they possess a great fund of highly technical knowledge, but rather because they have what is called "good judgment." This is another way of saying:

a. They are unusually talented in their ability to assess the influence of non-measurable factors in making a decision.

b. They decide solely on the basis of reliable information, keeping personal feelings out of the decision-making process.

It is often impossible to determine or to obtain the relevant measurable factors. Then it is necessary to decide on the basis of non-measurable factors. Thus, it is important for a leader to develop skill in the use of non-measurable factors.

---

19 Both CAPT Carter and CAPT Jackson receive two conflicting reports as to the strength and location of the enemy fleet. Since each captain must arrive at a forward base at a specific time, he must decide immediately upon his ship's course.

Which captain has struck the correct balance between use of measurable and non-measurable factors?

a. CAPT Carter decides to wait until he receives a confirmed report of the enemy's position. If no confirmation can be obtained, he will reverse course and return to the ship's point of origin.

b. CAPT Jackson attempts to validate one or the other of the reports. When he cannot, he makes a careful estimate of the most likely position and strength of the enemy force, and selects his ship's course accordingly.

---

20 Which is an example of basing a decision on non-measurable factors?

a. After examining records of past sales, production costs, profit per item, etc., the head of a greeting card company selects the greeting cards that are more likely to sell well and orders such cards to be printed.

b. Looking at cards of various designs, shapes and colors, the head of a greeting card company has a "feeling" that cards with a pop art design will sell well and orders such cards to be printed.

Good judgment can probably be greatly improved through experience.

---

21 When an emergency arises in the engine room, which of the following is more likely to make the correct decision?

a. MMC Wise, who has 14 years service, most of it in this type of work.

b. Ensign Dilbert, who has recently reported aboard and has been assigned as assistant to the Engineering Officer.

---

22 LTJG Armstrong is a plane commander of a patrol plane attached to a VP squadron. The squadron is scheduled to be deployed (probably for six months) at 0600. At muster, Armstrong learns that his second mechanic is absent. After flight briefing, the crew chief informs Armstrong that the man has shown up drunk and is lying down in the aft compartment of the airplane. Squadron SOP states that no aircraft shall take off with anyone under the influence of alcohol. The man has been in the Navy for eleven years, is a first class aviation machinist's mate, has had excellent to outstanding Petty Officer evaluations for his career to date, and will be up for chief this year. He is hard-working, intelligent, and an all-around good family man. Armstrong considers all the factors and makes his decision.

Select the statement that describes the "rule" of decision making which he should keep in mind.

a. Decision making often requires subjective weighing of different factors.

b. Some problems are so complex that no decision is possible.

23 In the example about the drunken mechanic, LTJG Armstrong had to subjectively assess the importance of honoring the SOP prohibiting drunken crew members versus deploying his squadron on schedule. He thus had to "compare unlike values." This is a situation in which, to make a sound decision:

a. Quantified information must be sought.

b. Use of non-measurable factors is unavoidable.

---

24 By "comparing unlike values" we mean evaluating factors against each other which cannot be directly contrasted through quantifiable information. This is extremely difficult to do since there is no way to determine the net advantages of a given course of action.

Which of the following situations requires decision by comparing unlike values?

a. Ram, a midshipman 1/c at the Academy, has tests coming up in two subjects on the same day. With a limited amount of time for study, he feels he can't adequately prepare for both. So far his grades have been about the same in the two subjects. He must decide how to allocate his available study time between them.

b. Ram, a midshipman 1/c at the Academy, has a new Jaguar. Academy rules forbid midshipmen to keep cars within a 7-mile limit. Some of Ram's classmates consider this such an inconvenience that they keep their cars inside the limit and change to civilian clothes when they drive. Ram must decide where to keep his car--inside or outside the limit.

25 It often happens that a leader must make decisions without the benefit of measurable information regarding outcomes. Long experience in the use of non-measurable factors can help eliminate some inaccuracies of judgment and intuition. A good leader, lacking the necessary information and experience, will draw on the experience and opinions of his fellow officers and subordinates.

Match the items in the left column with the appropriate statements in the column on the right.

a. Advantage of basing decisions on non-measurable factors

b. Disadvantage of basing decisions on non-measurable factors

1) Good judgment can improve greatly with experience.

2) Alternatives cannot be evaluated mathematically.

3) Few decisions can be so accurately quantified that judgment is unnecessary.

4) Unlike values are exceedingly difficult to compare.

5) The decision maker takes into consideration a cross-section of other people's interests and opinions.

6) "Hunches" may be entirely inaccurate and based upon wishful thinking or non-relevant criteria.

26 Select the list that shows all the steps in the decision-making process in the correct sequence.

1) Gathering and analyzing the facts
2) Delaying the decision
3) Developing possible courses of action
4) Deciding on the best course of action
5) Defining the problem
6) Analyzing and comparing possible courses of action

a. 1, 5, 3, 4, 6
b. 5, 1, 3, 2, 6
c. 5, 1, 3, 6, 4

SUMMARY: In this series of frames, you have learned about analyzing and comparing courses of action, and finally, deciding on the best course of action. You have also learned to discriminate between measurable and non-measurable factors and to identify the advantages and disadvantages of each.

OVERVIEW: In this next series of frames you will learn about the role of the individual and the group in decision making.

In individual decision making, the individual is responsible not only for gathering his own facts and listing possible alternatives, but also for making the decision. In group-determinative decision making, the group is responsible for gathering the facts, listing possible alternatives, and making the decision. In the third type of decision making, the group-advisory type, the individual makes the decision, but he relies on the group to gather the facts and list possible alternatives.

27 A small recon patrol, previously launched from a submarine, has come back from its mission. The platoon leader, LT Cass, has called his men together for a critique of the mission. The purpose of the mission was to determine whether a particular area of shoreline would be appropriate for a planned amphibious landing. Each of the patrol members had been given a specific assignment. CPL Dinkle and SGT Chavez report on the depth soundings they have taken. PFC Buff reports on the distance from the water to the berm, the height of fall, and hands in sketches which he has made of the shoreline. SGT Garcia, CPL Parker, and PFC Bell give their report on the condition of the terrain beyond the beach area. LT Cass, after reviewing and discussing the findings of the men, decides that he should radio the submarine that he finds the beach suitable as a possible alternative for an amphibious assault. This information will then be relayed to the appropriate military planners.

Match the role in the left column with the appropriate person in the right column.

a. Input provider	1) LT Cass
b. Decision maker	2) CPL Dinkle
	3) The group
	4) SGT Chavez
	5) PFC Buff
	6) SGT Garcia, CPL Parker, PFC Bell

28 The mission of the USS Perch is to travel around the world undetected. After several months at sea, one of the crew members becomes acutely ill. The Captain obtains information from the ship's doctor about the seriousness of the illness, the likelihood of survival, etc. Before determining the alternative courses of action, he discusses the situation with the Medical Officer, the Executive Officer, and the department head.

After defining and weighing the alternatives, he makes a decision. This decision is of which type?

a. Individual type

b. Group advisory type

Decisions on how to cope with emergency situations are typically of the individual type.

---

29 In the example about the sick crewman, the Captain's decision was of the individual type. His discussions with subordinates were for which purpose?

a. Obtaining as much information as possible about the probable consequences of adopting various alternatives

b. Obtaining the decisions of individuals more informed than himself about the specific implications of various alternatives on the ship's mission

30 A group of midshipmen are discussing how to spend their last few hours of holiday leave before returning to Bancroft Hall. Some want to attend a movie, others want to go to a discotheque, and still others want to get something to eat. After analyzing the alternatives, they decide to go to the discotheque.

What does the decision making here exemplify?

a. Group advisory decision

b. Group determinative decision

31 A committee has been appointed by the Captain of a carrier to study ways of reducing aircraft turn-around time. The committee discusses several methods. After evaluation, they conclude that the best alternative is to make certain procedural changes. Under this plan, the time required to bring a plane to operational readiness would be reduced from 19 minutes to just under 10 minutes. They recommend this plan to the Captain, who decides to implement the recommendation immediately.

Which phrase correctly describes the decision making illustrated in this example?

a. Group determinative

b. Group advisory

32 Which column is a correct listing of the types of decision-making approaches?

a. Group advisory
Individual
Group determinative

b. Group determinative
Group advisory
Group participation

---

33 Making decisions about highly technical matters is often done better by a well-qualified individual than by a group.

Which example(s) correctly illustrate(s) this statement?

a. Deciding how much money should be allocated for the purchase of new equipment in a manufacturing company

b. Deciding what repairs are needed in a malfunctioning radar

c. Deciding whether a sick person should be operated on or not

---

34 When the members of a group share in making a decision, they tend to feel a sense of responsibility and involvement in that decision.

Which inference would you make concerning a group which has shared in making a decision?

a. It is more likely to have arrived at a wise decision.

b. It is more likely to follow the decision enthusiastically.

35 In autocratic situations, the individual has little if anything to say about the goals, purposes, or methods of the group and consequently is not likely to be highly motivated. Group decision making, on the other hand, opens the way for vigorous discussion, provides such motivational factors as opportunities for achievement and recognition, and gives the individual a sense of importance, of "belonging," and of being "in the know."

Which of the following statements is true?

a. Group decisions can help satisfy individual needs.

b. Group decisions are generally preferable to individual decision.

36 Morale has been a problem aboard the USS D. D. Dumont. The Captain has called several of his officers together to have them come up with specific ways of helping to improve morale and build esprit. During the meeting, comments and suggestions relevant to the problem are made with a great deal of enthusiasm. The problem is attacked in numerous ways, each suggestion building upon previous ones. Although the officers frequently disagree and are impatient with each other, there is great movement toward a solution of the problem.

What does this example suggest?

a. That some problems can best be coped with via a group discussion

b. That movement toward solution of a problem may be enhanced by group discussion

c. Both of the above

d. None of the above

---

37 A destroyer, while participating in a surface engagement, sustains a hit from enemy aircraft in the vicinity of the forward gun mount. The mount captain is severely wounded. Every member of the gun mount crew is needed to fend off the massive attack. A decision must be made whether or not to give aid to the mount captain, who, if not immediately treated, will die.

The decision called for in this example should most appropriately be made by which?

a. An individual

b. The group

SUMMARY: In this series of frames you have learned about the role played by the individual and the group in decision making.

This is the end of Programed Sequence 3. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Analyzing and Comparing the Alternatives and Deciding on the Best Course of Action

Answer the following questions as indicated in your Student Guide.

---

1. LTJG White, the pilot of a transport aircraft, encounters engine trouble on a flight over the Pacific Ocean. He radios his base about his problem and is advised that a Navy ship is within an hour's flying time off course of his present position and will stand by to pick up his crew and passengers should he decide to ditch the aircraft. The pilot notes that the engines are operating erratically and may or may not be able to maintain the aircraft at safe altitude until the base is reached.

Assuming that the objective is the safety of the passengers and crew, select the most appropriate course of action.

a. The pilot considers the hazards of ditching and orders that the cargo be jettisoned to see if the reduction in weight will improve aircraft performance and increase the probability of maintaining altitude.

b. The pilot confers with crew and passengers, asking their opinion. He states that he will abide by the consensus.

c. The pilot feels that the engines just might continue to operate, although minimally. Weighing this against the hazards of ditching, he determines to continue on course.

d. All of the above are equally valid.

2. Which decision(s) would best be made by an individual?

   a. The OOD is advised of a fire in the berthing area. A decision must be made whether or not to clear the area of personnel and send in a fire-fighting team.

   b. To prepare for the Fleet Commander's inspection, extra time will have to be put forth by all departments. A decision must be made whether this extra time should be in the early morning, evening, or both.

   c. A seaman has slipped off a ladder and injured himself. A decision must be made whether to give him first aid on the spot or move him to sick bay.

   ____

3. Which of the following statements describe(s) a disadvantage associated with the use of measurable factors in decision making?

   a. The use of measurable factors often makes a decision more difficult, since the number of alternatives to be considered is thereby increased.

   b. The use of measurable factors is risky because it, in effect, lets a computer make the decision rather than a human being.

   c. Measurable factors are sometimes based on approximations or estimates and are not as precise as they appear.

   d. Quantitative values, when projected far into the future, rarely turn out to be exactly as predicted.

4. The OOD underway is advised by the Navigator of an approaching tropical storm. The OOD decides to contact the Commanding Officer and inform him of the situation rather than order any change in course. The CO orders that the ship remain on course.

Which correctly identifies the roles of those involved in the situation?

a. Information provider: Navigator, OOD
Decision maker: OOD, Commanding Officer

b. Information provider: OOD
Decision maker: Navigator

c. Information provider: Commanding Officer
Decision maker: OOD

d. Information provider: Navigator, Commanding Officer
Decision maker: OOD

Now, check your answers on page 64.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. a, c
3. c, d
4. a

Now, go to Summary 3 on page 65.

Summary 3

Creativity

How, you may wonder, does what we have been discussing relate to creativity? Creativity has to do with new ways of doing things. An organization needs creative people to keep it viable. The solutions of yesterday may not always fit today's or tomorrow's problems.

A person who goes only by the rules and needs detailed directions to accomplish tasks is a conformist. A person who enjoys taking the intiative, and who requires little or no direction for successful effort, is creative. His efforts, so long as they are channeled in the right direction, are valuable to an organization.

How does one identify a creative person? Here are eight characteristics of creative people: sensitivity, fluency, flexibility, originality, skill at redefinition, ability to abstract, ability to synthesize, and coherence of organization.

Making the Most of Creativity

A leader can either encourage or discourage creativity. On the positive side, encouragement is provided when the leader "tunes in" his subordinates by welcoming ideas, giving credit where credit is due, delegating authority, showing respect for individuality, etc. Creativity is blocked when the leader "tunes out" his subordinates by resorting to power tactics, forcing conformity, centralizing authority, failing to provide motivation or feedback, being a poor listener, being afraid to take a risk, etc.

Most people tend to position themselves somewhere on the middle of the continuum between conformity and creativity. A person can help himself become more creative by being more alert to things he is not accustomed to looking for. Through recognition of one's own psychological barriers to creativity, and by trying to change uncreative attributes, an individual can improve his creative abilities.

Some useful aids to group creativity are "brainstorming" and "synectics." In brainstorming, members of the group are encouraged to contribute as many and as varied ideas as possible; judgment is reserved until a later time. As a midshipman you might have participated in a brainstorming session in trying to devise a novel skit for a pre-Army/Navy game pep rally. In synectics, a more formal technique, the group is thoroughly oriented to the nature of a problem, then asked to contribute novel viewpoints and ideas regarding the problem. Finally, each contribution is appraised.

In these summaries we have discussed the importance of decision making, and its relation to military leadership. We discussed the five elements of decision making: defining the problem, gathering and analyzing the facts, developing possible courses of action, analyzing and comparing possible courses of action, and deciding on the best course of action. The question of who actually makes the decision was also considered. Finally, we examined the role of creativity in military decision making.

This is the end of Summary 3. Now go to Summary Pre-Quiz 3 on the next page and follow the directions.

Summary Pre-Quiz 3

Creativity

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly states the part played by creativity in decision making?

   a. Yesterday's solutions may be adequate for today's needs, but they do not provide new improved methods of combating new problems.

   b. Organizations may be unique, but they have many common problems. So creative solutions are not needed to deal with new problems, since past solutions can be transferred from organization to organization.

   c. Yesterday's solutions may not be adequate for today's needs. The uniqueness of each organization makes imitation of past solutions hazardous.

   d. None of the above

2. In the conduct of psychological warfare operations in Vietnam, both sides have produced innumerable quantities of propaganda leaflets for distribution. The Americans and South Vietnamese developed all kinds of techniques for distributing these leaflets. But during the monsoon season it became useless to even attempt leaflet drops. A means of overcoming this problem was provided by a young Marine captain in the Psychological Warfare Section of the First Marine Division. The captain recognized the problem: the propaganda media must be (a) waterproof, (b) small, (c) floatable, (d) attractive, (e) capable of being air-dropped without damage, (f) effective in carrying the message. The solution was a bright red plastic ball 2" in diameter with the Chieu Hoi (Open Arms) message printed in yellow. Red is a Vietnamese good luck color, and red and yellow are colors of the national flag. The Chieu Hoi balls were an instant success.

Which of the following best describes the Marine captain's creativity?

a. Unique idea, easy to implement

b Idea was novel, worthwhile, a feasible solution and it was perceived by others as novel.

c. Overcame immediate barrier, continued to carry out psy-war mission

d. Development of an attractive gimmick

3. During the period in the Navy before damage control was officially recognized and organized as it is today, whatever damage control efforts were made by individual ships were the result of the Commanding Officer's interest. Assume that a ship of that era had a newly arrived Commanding Officer who, within his limits of authority, desired to encourage ideas and suggestions on fire-fighting, emergency repairs, shoring, etc.

How would this Commanding Officer develop a creative climate that would promote effective damage control?

a. The CO would call the officers together and inform them that, beginning now, there would be an established damage control party which would specialize in that activity. He would place an officer in charge of the activity.

b. The CO would inform the officers of the to-be-established damage control party, and set up a suggestion box, encouraging them to utilize it.

c. The CO would appoint a Damage Control Officer and discuss with him anticipated problems of repair during battle conditions. The CO would encourage suggestions from the officer, providing feedback and recognizing merit when appropriate.

d. The CO would discuss anticipated problems with the designated Damage Control Officer. The CO would invite suggestions from the officer.

4. Consider each situation, and identify whether the individual is being creative, or creative beyond the bounds of the organization. Match the items in the left column with those in the column on the right.

a. Creative

b. Creative beyond the bounds of the organization

1) A repair officer, after having been informed by the CO that the installation of a battle repair locker in a location remote from the shipfitters' shack is not an acceptable suggestion, proceeds to install such a locker on his own authority.

2) A repair officer, instead of installing a locker such as the one described above, obtains a chest, stocks it with emergency tools (uniquely colored), and maintains the chest in the shipfitters' shop. The chest is broken out during drill, and carried by the repair party to the scene of the simulated damage.

3) The CO drafts and sends a letter to the Navy Department suggesting the necessity of special lockers for emergency tools, and requests authorization and budget approval for such lockers.

4) Upon suggestion of a repair officer, the CO approves experiments and tests to be used in place of standardized tests to determine the effectiveness of gas masks in smoke-filled compartments.

5. Which behavior described would be an aid to the development of individual creativity?

   a. Practicing changing attributes

   b. Recognizing psychological barriers

   c. Being alert for finding things you are not looking for

   d. All of the above

Now, check your answers on page 74.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. c
2. b
3. c
4. a-2, 3; b-1, 4
5. d

If you missed one or more questions, turn to page 75 and complete Programed Sequence 3.

Programed Sequence 3

Creativity

OVERVIEW: Creativity, simply speaking, is the ability to develop a novel solution to a problem, to devise an approach to or a mode of dealing with a problem, which no one has previously considered. Needless to say, the proposed solution must be regarded by others as having merit and as being likely to succeed; otherwise it can not be regarded as creative. A "wild" idea may be novel, but it is not creative. It should be obvious that the tougher the problem, the greater the need for creativity. The need for creativity in the decision-making process also arises from the fact that the effectiveness of decision making is enhanced by a large variety of inputs to the decision maker. The more creative the decision maker, the greater the number of inputs he has available. In this sequence of frames you will learn about:

1) The characteristics of a creative solution
2) Developing a climate for creativity
3) Blocks to creativity
4) Aids to both individual and group creativity

☐1 When a problem arises that is very similar to previous problems, old solutions are very likely to work. However, creativity is required when old solutions are not applicable and a novel approach is needed.

Which of the following examples illustrates this?

a. A motor is located in an office area. The vibration from the motor's fan causes excessive noise, which bothers the workers. A yeoman solves the problem of how to reduce the noise level by moving the machine and inserting rubber shock absorbers between the motor and the deck.

b. In his work, MM1 Bell is often called upon to use an electric hand drill. Whenever he works for any length of time, his index finger tires, and his work falls below standard. So, he suggests to his division officer that the hand drill be modified to place the trigger switch on top of the drill where it could be operated by the thumb, the strongest digit on the hand.

☐2 Which statement(s) show(s) how the element of creativity may be introduced to the leader's decision-making process?

a. Creativity may be introduced as the leader searches for alternatives to consider in arriving at a solution to a new problem.

b. The leader considers carefully only those solutions he or others have used successfully in the recent past.

c. The leader considers carefully the possible alternatives that might work even though they have never been tried before.

3 In which of the following situations is creativity more likely to be needed?

a. A highly experienced electronics technician is coping with a malfunctioning radar set.

b. A young design engineer is working on plans for a space vehicle.

4 The highly experienced electronics technician has probably already met and corrected most of the malfunctions that can occur in his radar set. The design engineer, however, faces novel problems and must generate novel, creative solutions to many of them.

In which of the following situations is creativity more likely to appear?

a. A supply clerk tries to devise a more efficient system for storing supplies in the existing space.

b. A Marine artillery battery commander is confronted by unexpected obstacles just beyond the landing beach.

5 To be regarded as creative, a proposed solution must:

1) Be novel and perceived by others as being novel

2) Be worthwhile in that it contributes to achievement of organizational objectives

3) Provide a tangible outcome that can be observed and evaluated--not just an idea

Which of the following examples best meets all three criteria for creative solutions?

a. Columbus' search for a western route to the East to enhance the trade capability of Spain.

b. NASA's decision to use a replica of the lunar landing module to effect a landing on Mars rather than one of new design.

Next, we will consider the matter of encouraging creativity in subordinates, or, in other words, developing a "climate for creativity." Creative thinking occurs only when the atmosphere or climate is conducive to it. There must be at least a degree of freedom wherein the individual can express ideas of his own without fear of being "cut down."

6 The Captain of an LST is a cautious man. He insists on personally directing almost every activity of the ship. His junior officers must clear all orders or plans with him before issuing them. He feels that he knows all the answers and will not tolerate advice from his officers. The morale of the crew becomes very low and the effectiveness of the ship in carrying out its mission is badly impaired.

What should the Captain do to cope with this situation?

a. Request authorization to head for the nearest port and give the crew a shore leave

b. Try to replace his officers with some more able, more experienced men

c. Hold a conference in the wardroom of all officers, solicit their ideas as to how the situation can be improved, and tell them that he will consider their suggestions

d. Hold an "all hands" meeting on the tank deck and solicit suggestions from the crew

7 What should a leader do if, in a staff conference, one of his officers makes a suggestion that he (the leader) considers preposterous?

a. Tell the man that they can't afford to waste time on preposterous ideas.

b. Give the man 30 minutes to explain his idea thoroughly.

c. Tell the man that the idea has some merit, but that he (the leader) would like to hear what ideas the others may have.

d. Tell the man to try the idea and see how it works.

---

8 In the preceding frame, the correct alternative will not make the man who had the wild idea feel foolish. He will feel that his opinion is respected even though not accepted.

What effect will this experience be likely to have on his behavior in future conferences?

a. It will increase the chances of his making useful contributions.

b. It will decrease the chances of his having good ideas in the future.

9 An important element in developing a climate for creativity is for the leader to encourage collective thought while retaining the requirements for discipline. Careful delegation of authority can enhance creativity in subordinates. A leader should allow his men to freely question or comment on a point until the time a decision is reached. However, once a decision has been made, it should be acted on with vigor, whether the subordinates approve of it or not.

What does the foregoing statement imply?

a. Once a decision has been made, there is no longer any need for creativity. Further creativity would only cause confusion.

b. Once a decision has been made, speculation about the merits of other decisions should cease. However, there may still be need for creativity in implementing the decision.

---

10 Which of the following statements describe(s) how a leader/manager can encourage creativity in his subordinates?

a. The leader/manager gives positive encouragement to those who want to try something different. He shows respect for their individuality so that they feel free to express ideas without fear of disapproval.

b. The leader/manager should retain the authority to make final decisions. His subordinates should have little to say about a decision because of the leader's greater experience.

11 An effective leader allows subordinates to participate in setting the goals and standards of the organization; he adopts ideas from subordinates whenever feasible and always gives credit where it is due.

Which is true of a leader who acts in this way?

a. He is developing a climate favorable to creativity.

b. He is subtly weakening his authority as leader.

---

12 How should junior officers be handled by their superiors to maximize the probability that they will be creative and original by the time they attain higher ranks?

a. They should be supervised very closely to make certain that they never make a serious mistake in judgment.

b. Since experience is the best teacher, they should be given a very free hand to try almost anything they want.

c. They should be encouraged to present new ideas, and all such ideas should be carefully considered by their superiors.

13 Choose the list that correctly describes ways in which a leader can develop a climate for creativity.

a. Encouraging collective thought while retaining final authority for himself

Welcoming new ideas but using only those that come from experienced men

Giving a free hand to those wanting to try something different

Allowing participation by subordinates in setting goals and standards

b. Welcoming new ideas from subordinates when feasible and always giving appropriate credit

Encouraging collective thought while retaining the right to make the final decision himself

Encouraging those who want to try something different

Allowing subordinates to participate in setting goals and standards

---

In the preceding few frames we have considered how creativity can be encouraged. The next few frames will be concerned with factors which discourage creativity, or, in other words, tend to block creativity.

Awareness of the risk associated with trying anything new tends to block creativity. Excessive caution and creativity are incompatible. The creative leader must be willing to risk failure, within reasonable limits.

14 Which of the two men described is more likely to be creative?

a. The officer who places the highest value on the lives of his men and the preservation of equipment and supplies and, therefore, has no intention of risking either under any circumstances.

b. The officer who evaluates the amount of risk involved in failure against the benefits which could be realized from a successful decision before proceeding on a course of action.

In any organization, but particularly a military organization, there are limits to how creative one may be. A degree of conformity with custom and tradition is required. The issue is complicated by the fact that existing beliefs and traditions may require change at any moment to meet new problems. Therefore, the successful leader will try to inform his subordinates when and where questioning the established way of doing things is desirable and when the creative approach is not incompatible with the need for conformity. In other words, a good leader will encourage inventiveness within the limits of the organization.

15 Which of the subordinates in the following examples is likely to be the product of an atmosphere in which his leader fosters creative thinking correctly within the limits of the military?

a. The seaman who is delegated little authority so that he will never violate military customs and decisions.

b. The seaman who is encouraged to find and implement solutions to all problems as they arise without ever troubling the leader with the problem or the solution.

c. The seaman who is trained to freely offer suggestions that fit within the military setting and whose appropriate suggestions are acknowledged even if they will never be implemented.

---

16 A leader who is overly impressed with the power of his rank and who rules with an iron hand tends to discourage creativity in his subordinates. In other words, the refusal to delegate authority to subordinates does not create a climate for creativity.

Which officer has delegated authority in a manner that would not discourage creativity?

a. The CO doesn't waste time explaining a problem to his subordinates because he recognizes that his own experience would enable him to find a more effective solution on his own.

b. The CO imposes as few restrictions as possible on his subordinates, consistent with the successful accomplishment of the organization's mission.

17 A tactical problem occurs in the middle of a battle. Each of the staff officers recommends a different course of action. Though the Commanding Officer says nothing, he does implement one of the suggestions. The officer who made that suggestion feels disgruntled. As a result, he seldom offers any more suggestions to the CO.

What conclusion does this example suggest?

a. That a leader who is too busy to supply feedback on creative thought may discourage creativity.

b. That lack of feedback on suggestions is not a block to creativity; if the officer feels unhappy, it must be because he's insecure.

---

18 An additional block to creativity arises often because feedback regarding the usefulness of a solution cannot be obtained unless a solution is implemented. Out of the many reasonable solutions to a problem that may be offered, usually only one can be put into effect.

Select the best course of action for a military leader to follow to maintain a creative climate when his subordinates have suggested several different solutions to a problem, each of which seems to have equal merit.

a. To provide equal encouragement for future suggestions to each of his subordinates, the leader would be wise to try out each reasonable solution. He should tell his men the selection is random so no one will be discouraged by not having his suggestion implemented first.

b. The leader should evaluate the alternatives carefully and select the one that appears to provide the greatest net advantage. He should be sure to inform the other subordinates of the merits of their suggestions and perhaps rationalize his choice.

19 When esprit de corps is lacking, creativity seldom appears.

Consider the role played by esprit de corps in the pre-Army/Navy game publicity competition. If esprit is high, the number of original, effective, and creative stunts and schemes is correspondingly high.

What can you infer from the foregoing statements?

a. That a leader must be able to motivate his subordinates if he expects them to be creative.

b. That lack of motivation can be a block to creativity.

c. Both of the above

d. None of the above

---

20 ENS Smith has decided it is essential to take a novel, unconventional approach to every problem that comes up. His superior is not pleased to have such a person on his staff. Why?

a. When creativity appears to be a goal in itself, organizational objectives are likely to be interfered with.

b. There is probably just a clash of personalities between the two. The superior may be envious of Smith's originality.

If the role of creative thought by subordinates is not properly emphasized by a leader, the process of creativity may become an end in itself and conflict with organizational goals.

21 Which of the following alternatives is the best description of some blocks to creativity?

a. Acceptance of creativity may conflict with the need for conformity within an organization. Ideas are always useful, but their true usefulness lies in their implementation. The amount of creativity to be encouraged is dependent in large measure on the ideas of the subordinates regarding their relative roles in the organization.

b. Creativity may be affected by the extent to which authority is delegated. Use of power to enforce decisions may inhibit the expression of challenging ideas. Creativity involves willingness to accept the risk of failure within reasonable limits. Very often, creative ideas cannot be evaluated as such because they are never put to the test.

We have been considering blocks to creativity. Next we will consider ways in which an individual can enhance his creativity.

---

22 To enhance one's creativity, one should try to recognize and overcome any psychological barriers within himself.

MIDN Barnes has always been painfully shy. Though an outstanding student, especially in French, he hesitates to contribute to class discussions, even after his instructor points out that participation would improve his fluency and give the other students the benefit of hearing his excellent pronunciation. Barnes recognizes his problem and volunteers to help tutor some underclassmen in a less advanced section. Tutoring the less advanced students bolsters MIDN Barnes' self-confidence, and makes him less shy in his own class

23 What does the preceding example imply about psychological barriers?

a. Removing them is a prerequisite to fuller use of one's ability.

b. Eliminating psychological barriers may require an exercise of creativity.

c. Both of the above

d. None of the above

Another way to enhance creativity is to employ the technique of changing attributes. After a problem has been identified, list the major attributes of the problem. Next, single out the key attribute and concentrate on possible modification to it. Then list the remaining attributes, one at a time, and note the possible modifications that can be made to each.

> For example, LTJG Pense has a space problem in his division's quarters. The attributes to be listed might include design of furnishings, scale of furnishings, and placement of furnishings. To "change attributes" he would select the key attribute--for example, placement of furnishings--and list for consideration all feasible ways to change or modify this attribute. Then he would consider the attribute next in importance, listing ways to modify it, and so on. The value of this technique lies in the variety of suggestions that emerge. One small modification to one attribute may suggest many new and useful modifications to other attributes.

24 Which of the following are the aids to individual creativity that we have examined so far?

a. Recognize and overcome cost barriers

b. Identify and resolve psychological barriers

c. Try changing attributes

d. Solicit the group to make decisions

---

25 A mess cook inspecting the ovens accidentally bangs his knee when he opens an oven door. To make matters worse, he notices that the ovens have not been cleaned thoroughly. The accidental event starts him thinking, and before long he gains his superior's approval to have the oven doors modified so that they slide to the side. This will make it easier to place things in the oven and will allow more thorough cleaning.

What does this example suggest about enhancing individual creativity?

a. Being always alert to notice things you are not specifically looking for can enhance creativity.

b. Questioning the established way of doing things can enhance creativity.

c. Both of the above

d. None of the above

26 There are also some aids for enhancing group creativity. One of these is "brainstorming." A group of people are assigned a problem and given freedom to think up as many possible solutions as they can. The emphasis initially is on producing the greatest number of ideas, regardless of quality.

> A group of midshipmen on the Ring Dance Committee uses the brainstorming technique when they get together for an hour in the steerage and throw out ideas for decorating the hall. The leader of the group is interested only in obtaining as many varied and original ideas as is possible. Later he will consider the ideas for their practicality, suitability, and originality.

Which practices would probably be effective in brainstorming?

a. Let imagination run free
   Evaluate only reasonable suggestions
   Discuss each contribution before proceeding to the next suggestion

b. Suspend evaluative judgment
   Welcome freewheeling
   Encourage quantity
   Seek combinations and improvements

27 Another aid in developing group creativity is called "synectics." Synectics is a group-discussion technique somewhat more formal than brainstorming.

A presidential committee has been appointed to develop novel recruiting ideas for the proposed all-volunteer Armed Services. This committee might conceivably use synectics to obtain a variety of novel approaches.

Which appears true of synectics?

a. The leader requests members of the group to throw out ideas as fast as they are able to think of them and reserves judgment of the ideas until later.

b. The leader proposes a key aspect of the problem as an hypothesis and encourages the group to develop novel viewpoints and ideas based on the model. He then appraises the various contributions.

---

28 Which correctly describes an aspect of brainstorming?

a. Free-wheeling of ideas

b. Formal discussion of novel ideas

---

29 Orientation of the group to the nature of the problem prior to formal discussion on exploration of new ideas describes:

a. Brainstorming

b. Synectics

30 Match the left-hand column with the techniques listed on the right.

a. Aid to individual creativity

b. Aid to group creativity

1) Synectics

2) Changing attributes

3) Overcoming psychological barriers

4) Brainstorming

5) Being alert to the unexpected

In the past sequence of frames, you learned about:

1) The characteristics of a creative solution

2) Developing a climate for creativity

3) Blocks to creativity

4) Aids to both individual and group creativity

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Creativity

Answer the following questions as indicated in your Student Guide.

---

1. Which behavior described would be an aid to the development of individual creativity?

   a. Practicing changing attributes

   b. Recognizing psychological barriers

   c. Being alert for finding things you are not looking for

   d. All of the above

2. During the period in the Navy before damage control was officially recognized and organized as it is today, whatever damage control efforts were made by individual ships were the result of the Commanding Officer's interest. Assume that a ship of that era had a newly arrived Commanding Officer who, within his limits of authority, desired to encourage ideas and suggestions on fire-fighting, emergency repairs, shoring, etc.

How would this Commanding Officer develop a creative climate that would promote effective damage control?

a. The CO would appoint a Damage Control Officer and discuss with him anticipated problems of repair during battle conditions. The CO would encourage suggestions from the officer, providing feedback and merit when appropriate.

b. The CO would inform the officers of the to-be-established damage control party, and set up a suggestion box, encouraging them to utilize it.

c. The CO would call the officers together and inform them that, beginning now, there would be an established damage control party which would specialize in that activity. He would place an officer in charge of the activity.

d. The CO would discuss anticipated problems with the designated Damage Control Officer. The CO would invite suggestions from the officer.

3. In the conduct of psychological warfare operations in Vietnam, both sides have produced innumerable quantities of propaganda leaflets for distribution. The Americans and South Vietnamese developed all kinds of techniques for distributing these leaflets. But during the monsoon season it became useless to even attempt leaflet drops. A means of overcoming this problem was provided by a young Marine captain in the Psychological Warfare Section of the First Marine Division. The captain recognized the problem: the propaganda media must be (a) waterproof, (b) small, (c) floatable, (d) attractive, (e) capable of being air-dropped without damage, (f) effective in carrying the message. The solution was a bright red plastic ball 2" in diameter with Chieu Hoi (Open Arms) message printed in yellow. Red is a Vietnamese good luck color and red and yellow are colors of the national flag. The Chieu Hoi balls were an instant success.

Which of the following best describes the Marine captain's creativity?

a. Unique, easy to implement

b. Idea was novel, worthwhile, a feasible solution, and it was perceived by others as novel.

c. Overcame immediate barrier continued to carry out psy-war mission

d. Development of an attractive gimmick

4. Consider each situation, and identify whether the individual is being creative or creative beyond the bounds of the organization. Match the items in the left column with those in the column on the right.

a. Creative	1) The CO drafts and sends a letter to the Navy Department suggesting the necessity of special lockers for emergency tools, and requests authorization and budget approval for such lockers.
b. Creative beyond the bounds of the organization	2) Upon suggestion of a repair officer, the CO approves experiments and tests to be used in place of standardized tests to determine the effectiveness of gas masks in smoke-filled compartments.
	3) A repair officer, after having been informed by the CO that the installation of a battle repair locker in a location remote from the shipfitters' shack is not an acceptable suggestion, proceeds to install such a locker on his own authority.
	4) A repair officer, instead of installing a locker such as the one described above, obtains a chest, stocks it with emergency tools (uniquely colored), and maintains the chest in the shipfitters' shop. The chest is broken out during drill, and carried by the repair party to the scene of the simulated damage.

5. Which correctly states the part played by creativity in decision making?

   a. Yesterday's solutions may not be adequate for today's needs. The uniqueness of each organization makes imitation of past solutions hazardous.

   b. Organizations may be unique, but they have many common problems. So, creative solutions are not needed to deal with new problems, since past solutions can be transferred from organization to organization.

   c. Yesterday's solutions may be adequate for today's needs, but they do not provide new improved methods of combating new problems.

   d. None of the above

____

Now, check your answers on page 100.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. d
2. a
3. c
4. a-1, 4; b-2, 3
5. a

This is the end of Part Five, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment II

Decision Making and Creativity

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

DECISION MAKING AND CREATIVITY

PROGRESS CHECK

Question 1.

Select the statement(s) which explain(s) why a leader must be able to make good decisions.

a. No organization can function continuously without competent, technically trained decision makers occupying all the key positions.

b. The ability to make good decisions is of paramount importance to the military leader.

c. Problem situations require decisions so that resources (manpower, materials, etc.) may be effectively used to accomplish objectives.

d. All of the above

Question 2:

Select the statement which describes the importance and risk of making decisions in the military.

a. Military decisions are made in a highly visible environment in which superiors and subordinates live and work for extended periods.

b. Military decisions which involve varying degrees of risk are based on complete information.

c. Military decisions often must be based on incomplete information but are made in the traditional military environment of commander's isolation from others.

d. All of the above

Question 3.

Identify some of the elements involved in the decision making process.

1. Gathering and analyzing the facts
2. Defining the problem
3. Evaluating the objectives
4. Establishing goal parameters
5. Developing possible courses of action
6. Deciding on the best course of action

a. 1, 2, 5, 6

b. 2, 3, 4, 5

c. 2, 3, 5, 6

d. 1, 3, 4, 6

Question 4.

MIDN Jenkins was designated a yawl skipper by the Commodore of the Sailing Squadron. The following day he and five other midshipmen took a yawl out on the Chesapeake Bay. After two hours MIDN Fisher heard storm warnings on the ship's radio. He informed MIDN Jenkins of the warnings. MIDN Jenkins ordered the mainsail lowered and the auxiliary engine started so as to return to port immediately. The engine failed to start despite repeated attempts.

From the following alternatives select the most appropriate course of action MIDN Jenkins should follow.

a. Signal the nearest boat for help

b. Radio an emergency request for towing assistance

c. Devote more time and intensive effort to starting the auxiliary engine

d. Return to port under sail

Question 5.

From the following situations in which decisions are necessary, select the statement which describes a situation where a group decision would be preferable.

a. A Marine 2-LT rifle platoon commander has taken casualties in his platoon during a night mortar attack. The ceiling is zero, the nearest aid station with a doctor is 4 miles away. One casualty is suffering a head wound and it is questionable whether the man can survive until morning. Evacuation helicopters cannot be guided into the area. A decision must be made whether to move the man by vehicle over hazardous roads or wait until daybreak.

b. ENS Watts is deeply moved by the plight of orphaned children in Vietnam and proposes to the ship's Captain that the ship volunteer to support a Catholic orphanage in DaNang. A decision must be made whether the ship should or shouldn't participate.

c. LTJG Roman has been asked to nominate two men from his division to attend a very prestigious Navy school. Roman has at least six men in his division that meet the criteria. A decision must be made as to which two should attend the school.

d. Both a and c

Question 6.

Select the statement which identifies the relationship between creativity and developing alternatives for decision making.

a. The creative element in decision making adds the quality of innovative thinking based on a variety of inputs to the decision maker.

b. The creative element in decision making, by producing frequent changes, prevents procedures from becoming stagnant.

c. The creative element in decision making allows decision makers to exercise personal prerogatives.

d. The creative element in decision making allows the decision makers to limit the number of complex alternatives.

Question 7.

Select the statement describing a military situation in which the decision maker is exhibiting creativity.

a. ENS Dunn has encouraged the participation of his enlisted personnel in the off-campus courses offered by the local university.

b. LTJG Ledbetter has demonstrated a special degree of skill at bridge that has enabled him to win the last two bridge tournaments.

c. LT Willys has rearranged the watch schedule with his division to give his men more time off between watches.

d. ENS Jelleff accepts the ideas and recommendations of his CPO because the chief is a real old-timer and his last idea was outstanding.

Question 8.

ENS Ryan has just taken over the management of the clerical staff for the motor pool of a large naval base. After taking charge he immediately noticed a marked lack of initiative and creativity among the staff. This was a result of the work atmosphere created by the staff's previous superior officer who discouraged creativity among his men in favor of established routine.

Select the statement that best describes how to develop a more creative climate.

a. Generate new ideas personally

b. Encourage collective thought

c. Encourage individual discipline

d. All of the above

Question 9.

From the following statements describing military situations in which individuals are exhibiting certain behavior, select the one which best describes creative behavior.

a. Infantryman removes certain items from his field pack which he feels are unnecessary.

b. Clerk introduces new accounting method which saves time.

c. Ensign initiates practice of encouraging early liberty requests in an attempt to raise morale.

d. Company commander holds an extra inspection to prepare his men for the Commanding General's tour of the base.

Question 10.

The new base safety officer has been charged with the task of cutting down traffic accidents on base.

From the following examples of solutions to this problem select the one which illustrates how creativity can be increased.

a. Passing the word that there is to be a "crackdown" on safety regulations.

b. Tack safety posters at noticeable locations on base.

c. Issue circulars outlining safety regulations.

d. Solicit suggestions from all base personnel as to how traffic accidents can be reduced.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT II

REMEDIATION TEXT Syndactic Text (ST/SV)

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1 - 2
2	a	Summary 1: Pages 1 - 2
3	a	Summary 1: Pages 2 - 5
4	d	Summary 2: Pages 29 - 31
5	b	Summary 2: Pages 30 - 31
6	a	Summary 3: Pages 65 - 67
7	c	Summary 3: Pages 65 - 67
8	b	Summary 3: Pages 65 - 67
9	b	Summary 3: Pages 65 - 67
10	d	Summary 3: Pages 65 - 67
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment III
Objectives

Syndactic Text
(ST/SV)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"After all, neglect of the obvious probably causes more trouble in this world than failure to fathom the obscure."*
>
> *Estill I Green*

A leader can be creative and skilled at making decisions, but he must have an end toward which the activity of his subordinates is aimed. These end points, or missions, or goals, or targets, or whatever you choose to label them are defined as objectives. In this segment, you will learn about objectives and how to sort them into their proper sequence and degree of importance. You will also be able to identify sources of the objectives; further, you will learn how to classify objectives as primary or intermediate.

The understanding of objectives will help you focus on the reason for action and will enable you to make the proper decision based on your study of the factors involved.

OBJECTIVES

Summary 1

The Importance of Objectives

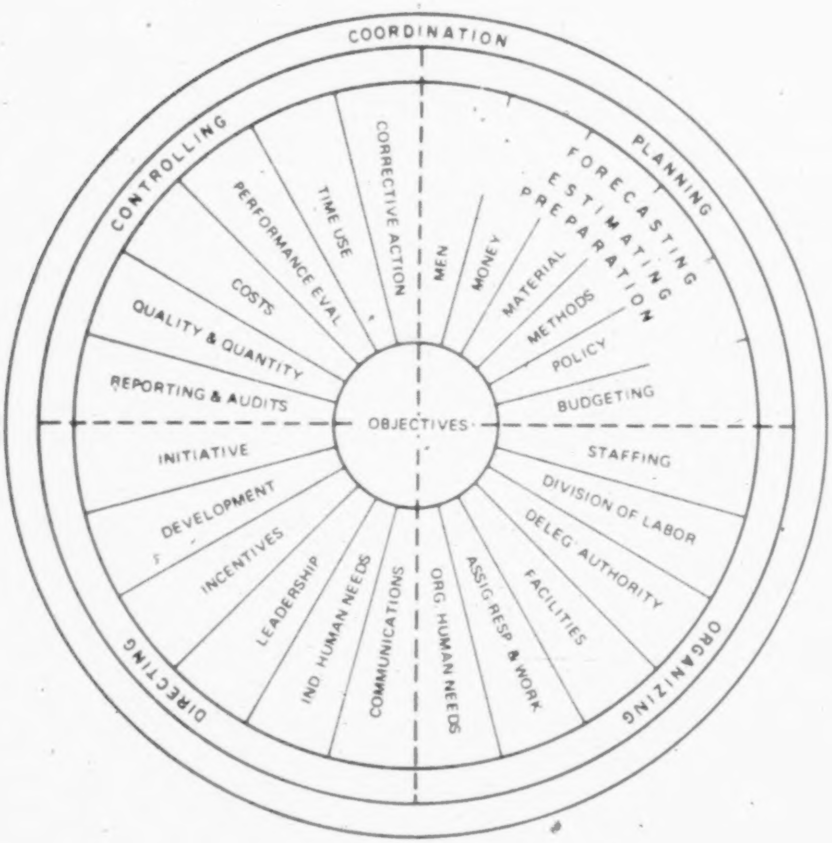
Just as individuals seek purposeful activity, so also do military units need focal points to make their organizations operate smoothly. They need objectives which will guide the activities of the group and serve to channel multiple interests into joint effort. Objectives are the ends toward which activity is aimed; the desired standard, mission, goal or target that the organization is to attain. An effective leader establishes objectives and plans for their accomplishment.

A good example of a coordinated effort directed toward a specific goal is that of the crew of a Naval Academy yawl. Each midshipman in the crew is directing his efforts toward a specific goal--keeping the sails trimmed and the yawl on course. Sailing the yawl is a joint effort because each crewman clearly understands the ends toward which his activities are directed.

The nature of the objectives will change as the organization changes. Different organizations have different objectives. Consider the differing objectives of the crews of a Naval Academy yawl and of a submarine tender. The tender's primary objective is to repair submarines. Each section within the organizational structure of the Repair

Department aboard a tender exists for the purpose, or better, has the objective, of keeping submarines ready for sea.' The ability of a submarine tender's crew to perform its mission satisfactorily is of critical importance to the safety of our submarines. Additionally, the accomplishment by the separate departments of their objectives, if they were properly selected and assigned, should result in an over-all improvement of the submarine tender's performance.

Objectives are the focal points of planning, organizing, directing, and controlling. In fact, the whole management process centers around the accomplishment of objectives. You will encounter the concept that "management exists to accomplish objectives," throughout Part Five on Management.


COORDINATION
PLANNING
FORECASTING
ESTIMATING
PREPARATION
MEN
MONEY
MATERIAL
METHODS
POLICY
BUDGETING
STAFFING
DIVISION OF LABOR
DELEG' AUTHORITY
FACILITIES
ASSIG RESP & WORK
ORG HUMAN NEEDS
ORGANIZING
COMMUNICATIONS
IND HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE
DIRECTING
REPORTING & AUDITS
QUALITY & QUANTITY
COSTS
PERFORMANCE EVAL
TIME USE
CORRECTIVE ACTION
CONTROLLING
OBJECTIVES

In the introductory lesson, you became familiar with the management wheel. Note again that the hub of the wheel, which is the entire focal point of the management process, consists of objectives. Without a hub--"something to anchor to"--an organization cannot be expected to survive. The organizational objectives indicate what the group is going to do and why the group is doing it. As such, they serve as media by which multiple interests are channeled into joint effort.

Objectives are most important to good leadership. Your subordinates must understand why their particular jobs are important. As a leader, make sure your men know the objectives you have set for them. Do not presume, however, that they know your objectives merely because you have told them. Require them to explain in their own words what they think the objectives are. Your petty officers are of tremendous value to you in making your objectives clear to the lowest echelons.

Sometime during your stay at the Academy you may assume the role of a company commander. The objectives you set for your men must be consistent with and contribute to the objectives of the next higher level of command, in this case, the Battalion Commander. If your objectives run counter to those of your immediate superior, you are not supporting the organizational structure.

The principle that objectives of lower echelons must support the objectives of higher echelons applies equally well on the national level. For example, policies and objectives for the separate military services are established by the Secretary of Defense. The Army, the Navy, the Air Force, and the Marine Corps, in turn, must establish objectives which support those of the Defense Department.

Your first assignment as an officer probably will be as a division officer. In that case, for you, the hierarchy of objectives would start with those originated by the Commanding Officer and implemented by the Executive Officer. Each of the department heads would then establish a set of departmental goals, or objectives, which would support the broader unit goals. Similarly, division officers like yourself would develop a list of objectives for their divisions. These objectives would have to support the departmental and organizational objectives. In turn, leading petty officers might provide additional objectives in a similar manner.

Let's consider the hierarchy of objectives with respect to a specific example. Consider a few of the objectives that a junior officer might establish if his first assignment after commissioning were to be the Signal Officer aboard a deployed destroyer.

Improving professional competence

Improving individual knowledge

Maintaining high morale

Establishing an appropriate recognition
program for individuals and the organization

"Zeroing" administrative and courts martial
cases

All of these objectives if accomplished will assist the destroyer in attaining its own objectives in these same areas, but at the ship rather than the division level.

When an order is published, there is an objectives paragraph. If the objectives for subordinate units are not specified, the subordinate unit commander must deduce his particular objectives that will assist the senior unit in accomplishing its objective or mission. As a general rule, the higher the level at which an order is originated, the less specific will be the objectives paragraph.

This is the end of Summary 1. Now, go to Summary Pre-Quiz 1 on the next page, and follow the directions.

Summary Pre-Quiz 1

The Importance of Objectives

Answer the following questions as indicated in your Student Guide.

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1. Match each of the terms in the left-hand column with the appropriate definition from the right-hand column. (Definitions may be used more than once; there may be extra definitions that do not match any of the terms listed.)

Terms

a. Activities
b. Goals
c. Hierarchy of objectives
d. Management wheel
e. Missions
f. Objectives
g. Targets

Definitions

1) A set of goals in which each lower set is consistent with and contributes toward the next higher level
2) The desired results or ends toward which activities are aimed
3) The graphic illustration of management functions and their relation to objectives
4) Actions taken to accomplish goals
5) The technique used to integrate personal and organizational objectives

2. Each of the following groups contains an objective and several activities that are appropriate to the accomplishment of that objective.

Select the objective in each group.

a. 1) Order quarters for muster and inspection at 0700 each day.

   2) Provide breakfast at 0730, lunch at 1230, and dinner at 1630.

   3) Have a firm operating schedule.

   4) Have a sick call at 1030 each day.

b. 1) Allow all but a skeleton crew to have liberty while in port.

   2) Permit married personnel to live off base if they desire.

   3) Extend the hour for returning on board from large cities where obtaining transportation is a problem.

   4) Improve leave and liberty policies.

c. 1) Strengthen slack commands.

   2) Enforce minor regulations as well as major ones on a continuous basis.

   3) Make no exceptions to established policies regardless of rank or rate.

   4) Provide incentive and motivation to leaders so they will perform duties appropriately.

d. 1) Perform preventive maintenance on personal equipment.

   2) Maintain equipment in a combat-ready state at all times.

   3) Study manuals that specify maintenance procedures.

   4) Record 2nd quarterly maintenance performed.

3. Select the group of objectives that supports the following objective.

> Objective: "To provide the required support functions for the operations department of a ship." Divisions of the operations department include communication division, combat information center, electronic warfare division, etc.

a. Operate and maintain the combat information center.

   Provide for collection, evaluation, and dissemination of combat and operational information.

   Provide supervision, training, qualification, and assignment of all electronic warfare equipment operators.

b. Provide secure and efficient cryptographic operations.

   Provide range and distance information concerning enemy ships and aircraft.

   Establish correspondence schools in all electronic warfare equipment operations subjects.

4. Select the statement that accurately describes the management wheel.

   a. All objectives revolve around the activities of management, which are at the center of the management wheel.

   b. All activities of management revolve around objectives, which are at the center of the management wheel.

   ____

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. a-4, b-2, c-1, d-3, e-2, f-2, g-2
2. a-3, b-4, c-1, d-2
3. a
4. b

If all your answers were correct, go on to Summary 2 on page 25. If you missed one or more questions, go through Programed Sequence 1, on the next page.

Programed Sequence 1

The Importance of Objectives

OVERVIEW: In this sequence you will learn the definition of an objective, the structuring of objectives, and the relationship of objectives to naval organizations and individuals.

Objectives are the desired results of actions taken by individuals or groups to obtain the fulfillment of personal or group needs. In the military, "objectives" become synonymous with missions, goals or targets.

Objectives are ends toward which activity is aimed.

1 Down through history man has found that the only successful way to perform tasks that are physically impossible for one person to do is to band together in groups and work as a team. Cavemen were able to kill large animals for food by forming hunting parties. Nomadic tribes learned to build their shelters in groups to provide protection from natural elements, large beasts, and other nomadic tribes. Villages were formed, and then cities, and eventually great metropolitan areas grew from the same basic idea of cooperation in activities to reach common goals.

Any time an organization is formed for a defined purpose (whether it is a football team or the U.S. Naval Academy), you will find that a set of objectives is necessary if the organization is to be successful. Likewise, each individual in the organization must have objectives that support the overall objective of the group; or he will not be providing the kind of support and team effort required to achieve the goals of the larger organization.

Which of these are goals of an organization?

a. The activities it performs

b. The objectives it sets for itself

2 Organizational objectives have these characteristics:

1) They serve as media by which multiple interests are channeled into a joint effort.
2) They guide the activities of many individuals.
3) They indicate what the group is to do.
4) They indicate why the group does what it does.

Organizational objectives do not indicate the means by which or how a group is to do what it does. It is activities which indicate how the objectives are to be achieved.

3 Two characteristics of organizational objectives are:

a. They assist in channeling multiple interest into a joint effort
b. They assist in guiding the activities of many individuals
c. They assist the group in understanding how to achieve organizational goals

---

4 If the organizational objectives indicate why the group does what it does, a group's activities would indicate?

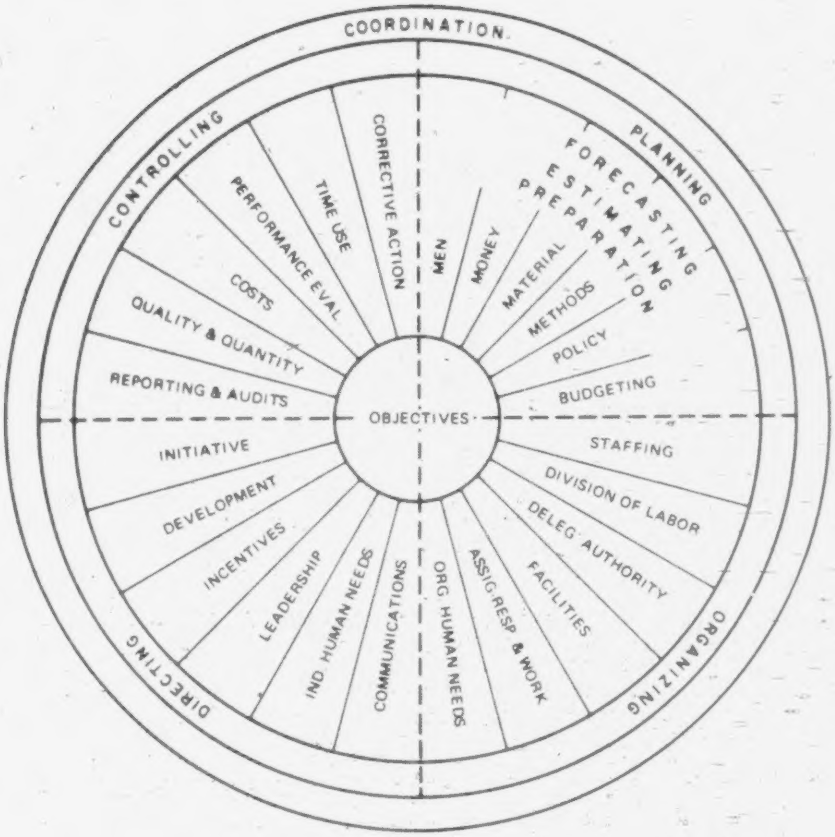
a. What the group is to do
b. Why the group does what it does
c. How the objectives are to be achieved

---

5 Which of these is an objective?

a. Practice using the radarscope.
b. Properly identify and successfully engage enemy submarines.

6 Objectives are the central core or hub of the management wheel (see diagram below).


COORDINATION
PLANNING
FORECASTING
ESTIMATING
PREPARATION
MEN
MONEY
MATERIAL
METHODS
POLICY
BUDGETING
STAFFING
DIVISION OF LABOR
DELEG. AUTHORITY
FACILITIES
ASSIG RESP. & WORK
ORG. HUMAN NEEDS
ORGANIZING
COMMUNICATIONS
IND. HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE
DIRECTING
REPORTING & AUDITS
QUALITY & QUANTITY
COSTS
PERFORMANCE EVAL
TIME USE
CORRECTIVE ACTION
CONTROLLING
OBJECTIVES

---

7 All the functions of military management revolve around which of these?

a. Objectives

b. Activities

8

SAMPLES OF OBJECTIVES (Individual and Organizational):	SAMPLES OF ACTIVITIES TO MEET THE OBJECTIVES:
1. Overcome hunger.	1. Stand in a chow line.
2. Maintain a clean disciplinary record.	2. Perform duties well aboard ship.
3. Properly identify and successfully engage enemy ships during a combat situation.	3. Keep CIC functioning efficiently. Employ all available fire power.
4. Obtain promotions.	4. Successfully complete correspondence courses.
5. Motivate a subordinate.	5. Recognize his outstanding achievement (especially in presence of his peer group).
6. Maintain a personal combat ready condition.	6. Follow preventive maintenance procedures for all items of equipment issued.

9 From the following five choices, select the three statements that identify objectives.

a. Actions taken by individuals or groups to obtain their goals

b. At the center of organizational activities (planning, organizing, directing, controlling, and coordinating)

c. Desired results from actions taken to obtain fulfillment of needs

d. The means to an end result

e. Ends toward which activity is aimed

10 In typical shipboard situations, organizational objectives generally originate from the Captain and are transmitted to the ship's company by the Executive Officer. Next, each department head establishes within his department a set of departmental objectives which support the broader organizational goals. Similarly, division officers develop a list of objectives specific to their unit function in support of both the department and overall command goals. In turn, leading petty officers within each section of the division provide additional direction for their subordinates in a similar manner.

---

11 One principle of establishing a good objectives program is that: "Every lower objective should be consistent with and contribute toward the objectives of the next higher level."

The United States set for itself the objective of placing men on the moon prior to 1970, and it achieved that goal. The sub-elements of this major objective would fill volumes. However, that task serves as an excellent example of hierarchical objectives.

From the lists on the next page choose the one list of objectives that correctly illustrates the principle "Every lower objective should be consistent with and contribute toward the objectives of the next higher level."

a. To perform the actual launch mission

To test all systems by simulation or by computer

To establish a civilian agency for coordination, regulation, and control of all operations

To assemble the required equipment

To develop systems for communication

To select astronauts for training

To let contracts for the development of launch and recovery vehicles capable of performing the mission

To manufacture multiple subsystems for life support in zero gravity and total vacuum

b. To use the equipment in actual launch, flight, and recovery operations for soft lunar landings

To use the equipment in actual launch, flight, and recovery operations for lunar orbit missions

To use the equipment in actual launch, flight, and recovery operations for earth orbit missions

To test all of the equipment, together with the personnel, either by actual performance or by simulation of actual conditions

To train personnel in the use of the equipment

To manufacture all the equipment required

To develop systems to coordinate implementation of the methods and materials designed

To design the methods and materials required to do the job

12 Organizational objectives guide the activities of a large group and serve as media by which multiple interests are channeled into a joint effort.

The Naval Academy Foundation has as one of its objectives an increase in the Brigade of Midshipmen of those young men worthy of the Academy and who have demonstrated their sincerity, capability, and a desire to make the Navy a career.

This objective provides the guidelines by which many diverse groups seek out and encourage qualified young men to seek a naval career through graduation from the Naval Academy.

Which of the following would indicate a successful accomplishment of this organizational objective?

a. An increase in the size of the Brigade

b. The successful enrollment in the Academy of all the applicants sponsored by the Foundation

c. Publication by the Foundation of their aims and goals for each year.

d. The use of USNA Alumni to carry the Foundation message into all High Schools throughout the country.

Now, turn to the next page and take the Quiz.

8

Summary Post-Quiz 1

The Importance of Objectives

Answer the following questions as indicated in your Student Guide.

1. Match each of the terms in the left-hand column with the appropriate definition from the right-hand column. (Definitions may be used more than once; there may be extra definitions that do not match any of the terms listed.)

Terms

a. Activities
b. Goals
c. Hierarchy of objectives
d. Management wheel
e. Missions
f. Objectives
g. Targets

Definitions

1) The technique used to integrate personal and organizational objectives
2) A set of goals in which each lower set is consistent with and contributes toward the next higher level
3) Actions taken to accomplish goals
4) The desired results or ends toward which activities are aimed
5) The graphic illustration of management functions and their relation to objectives

2. Each of the following groups contains an objective and several activities that are appropriate to the accomplishment of that objective.

Select the objective in each group.

a. 1) Have sick call at 1030 each day.
   2) Have a firm operating schedule.
   3) Provide breadfast at 0730, lunch at 1230, and dinner at 1630.
   4) Order quarters for muster and inspection at 0700 each day.

b. 1) Permit married personnel to live off-base if desired.
   2) Improve leave and liberty policies.
   3) Allow all but a skeleton crew to have liberty while in port.
   4) Extend the hour for returning on board from large cities where obtaining transportation is a problem.

c. 1) Provide incentive and motivation to leaders so they will perform duties appropriately.
   2) Enforce minor regulations as well as major ones on a regular basis.
   3) Strengthen slack commands.
   4) Make no exceptions to established policies regardless of rank or rate.

d. 1) Study manuals that specify maintenance procedures.
   2) Record 2nd quarterly maintenance performed.
   3) Maintain equipment in a combat-ready state at all times.
   4) Perform preventive maintenance on personal equipment.

3. Select the group of objectives that supports the following objective.

Objective: "To provide the required support functions for the Operations Department of a ship." Divisions of the Operations Department include Communication Division, Combat Information Center, Electronic Warfare Division, etc.

a. Provide secure and efficient cryptographic operations.

Provide range and distance information concerning enemy ships and aircraft.

Establish correspondence schools in all electronic warfare equipment operations subjects.

b. Operate and maintain the Combat Information Center.

Provide for collection, evaluation, and dissemination of combat and operational information.

Provide supervision, training, qualification, and assignment of all electronic warfare equipment operators.

4. Select the statement that accurately describes the management wheel.

   a. All objectives revolve around the activities of management, which are at the center of the management wheel.

   b. All activities of management revolve around objectives, which are at the center of the management wheel.

Now check your answers on page 24.

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ANSWERS TO SUMMARY POST-QUIZ 1

1. a-3, b-4, c-2, d-5; e-4, f-4, g-4
2. a-2, b-2, c-3, d-3
3. b
4. b

Now, go to Summary 2 on the next page.

Summary 2

Classes of Objectives

Objectives are classified as either primary or intermediate. Primary objectives are important since they provide the focal point for leaders to accomplish organizational goals. An attack aircraft, for example, has the primary objective of attacking and destroying enemy installations. At the same time, it is performing an intermediate objective of the task group, whose primary objective might be "to neutralize a designated theater of operations." An intermediate objective, then, facilitates the achievement of a primary objective. Navy UDT's, for example, are accomplishing an intermediate objective when they remove underwater obstacles, open up channels through coral reefs, destroy mines, and perform other hazardous operations. Through their efforts, a primary objective is achieved: an obstacle--free assault area.

Intermediate objectives are important, since they enable subordinates to accomplish goals which they understand. When the boatswain's mate passes the wire through the ring on the buoy, he accomplishes an important intermediate objective. If he does his job well, the carrier will be able to moor to the buoy. The boatswain is performing a task which contributes toward the overall task of mooring the carrier.

Personal and Organizational Objectives

In this discussion we have treated organizational objectives at various levels of a hierarchy, both from the primary and from the intermediate viewpoint. In addition to these objectives, each of us has his own personal goals, or objectives.

It is only natural to expect that the further one proceeds down the organizational hierarchy, that is, from the command level to the recruit level, the stronger becomes the influence of personal goals and the weaker becomes the identification of an individual with the organizational goals. Consider the plebes at the Academy. Their goals are probably very different, and much more personal, than those of their company officers. For an organization to function effectively, personal objectives must be integrated with organizational objectives.

This is the real challenge to leadership. How do you get the typical young sailor to identify with the objectives of the ship? How do you get the plebes to identify with the objectives of the Navy, as set down within the structure of the Naval Academy?

Integrating Personal with Organizational Goals

One way to help a subordinate to identify with organizational goals is to carefully and thoroughly explain his individual duties, explain why they are important, and in what ways his efforts make a significant contribution to the organizational mission. Reward him if he does a job outstandingly. An example of this would be a recommendation for special liberty, or an award at meritorious mast. Sometimes peer pressure is effective in motivating an individual toward desired behavior. Single out a man's good qualities, or his superior performance of duties, and comment about them in front of his shipmates or peers.

Conversely, peer pressure can be used to terminate unwanted behavior. This could occur where poor job performance by one man reduces the effectiveness of an entire task force and the group itself applies pressure to the man to improve his performance. Punishment, too, can be an effective way to eliminate unacceptable behavior. The punishment need not be of the formal type associated with UCMJ, but might consist of something so simple as paying no attention to undesirable behavior.

Whenever personal goals and organizational objectives are in conflict, and when efforts to identify personal goals more closely with those of the organization have failed, the result is low morale and/or poor discipline.

Whether or not an individual becomes an effective leader depends, in part, on his ability to influence others to integrate personal with organizational objectives. Consider a first classman at the Academy, MIDN Blue, one of whose personal objectives, like that of most first classmen, is the eventual purchase of a new car. As a member of the midshipman car committee, Blue suggested than an automobile show be held on the Naval Academy grounds. The Brigade

Commander had to make clear to him that this objective was not in the best interests of the Academy, for various reasons not at first apparent to Blue.

This is the end of Summary 2. Now, go to Summary Pre-Quiz 2 on page 29, and follow the directions.

Summary Pre-Quiz 2

Classes of Objectives

Answer the following questions as indicated in your Student Guide.

---

1. Match each type of objective with the appropriate definition. There are two extra definitions that match none of the words or phrases listed.

Objectives

a. Intermediate
b. Personal
c. Primary
d. Organizational

Definitions

1) The desired activities leading to goals of hierarchical organizations
2) Specific objectives derived from the primary objectives which facilitate the achievement of the primary objective
3) A set of goals necessary for the success of an organization
4) Provide the focal point for leader to accomplish organizational goal
5) The fourth segment of the management wheel
6) Goals of an individual member

2. Each objective stated for the organizations described is either primary or intermediate.

Select the appropriate number--(1), if you think the objective is primary and (2) if you think it is intermediate--for each organization level.

Organization level	Objective
a. Navigation division on board ship	To maintain all charts in an up-to-date status by entering corrections as they are received
b. Signal gang on board ship	To communicate with other ships and shore stations by visual means
c. Fireroom watch on board destroyer	To maintain adequate temperature and pressure in the boilers while underway to enable operation of the engines
d. Captain of an aircraft carrier	To establish a rendezvous with a tender for refueling

3. Identify whether the objectives stated are personal or organizational.

Match each objective with 1 for personal or 2 for organizational.

Objective

a. To provide fire support
b. To go on leave for a month
c. To conduct ASW missions
d. To identify, engage and destroy the enemy
e. To get married
f. To establish procedures for standing watch
g. To provide sea rescue assistance to pilots who have to ditch their planes
h. To obtain preferred sea duty, e.g., CINCPACFLT staff in Hawaii
i. To support an amphibious assault mission

1) Personal
2) Organizational

4. Select the choices which specify what a subordinate must comprehend to assist him in the integration of personal and organizational objectives.

He must understand:

a. Why he performs the functions assigned to him

b. The overall strategy of the war he is fighting

c. In what ways his effort makes a significant contribution to his organization's mission

5. Select the statement which identifies the technique used for integration of personal objectives with organizational objectives.

a. Evaluate the subordinate's objective in terms of the mission and do what is necessary in order to eliminate unacceptable goals, and to maintain desirable goals.

b. Modify organizational goals in order to facilitate integration of each seaman's goals with those of the overall mission.

Now, check your answers on page 34.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a-2, b-6, c-4, d-3
2. a-2, b-1, c-1, d-2
3. a-2, b-1, c-2, d-2, e-1, f-2, g-2, h-1, i-2
4. a, c
5. a

If all your answers are correct, go to Summary 3 on page 49. If you missed one or more questions, go to Programed Sequence 2, on page 35.

Programed Sequence 2

Classes of Objectives

OVERVIEW: In this sequence of frames, you will learn the importance of two main classes of organizational objectives, primary and intermediate. You will also learn how personal goals can be integrated with organizational goals, and the importance of this integration.

Primary and Intermediate Objectives

1 Primary objectives are important since they provide the focal point for leaders to accomplish organizational goals.

Intermediate objectives enable subordinates to accomplish goals which they understand. They facilitate the achievement of the primary objectives.

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2 The Construction Battalion (SeaBee) Platoon assigned to the Academy has the mission of providing engineering support for minor construction projects undertaken by the Academy.

If the platoon is given the job of leveling a particular athletic field, how would you classify that objective?

a. Primary

b. Intermediate

3 Primary objectives are important because they provide the focal point for leaders to accomplish organizational goals. The chart below shows primary objectives for various units at the Naval Academy with regard to football. Refer to it if necessary when answering the questions in the frames which follow it.

ORGANIZATION/PERSON	OBJECTIVE
1. Naval Academy	To provide, in accordance with the development of professional officers, challenging situations requiring individual skill and successful team effort
2. Head coach	To complete an undefeated season
3. Navy football team	To defeat opposing teams
4. Lineman	To provide opportunities for the backfield to advance the ball (offense) To deter and prevent the opponent from gaining yardage (defense)
5. Backfield	To advance the ball (offense) To deter and prevent the opponent from gaining yardage or scoring (defense)
6. Individual player	To play as a member of a winning team

4 The primary objective of the Navy football team is which one of the following?

a. To provide situations requiring team effort and skill of performance

b. To defeat opposing teams

c. To complete an undefeated season

5 The primary objective of the head coach is which one of the following?

a. To provide leadership situations requiring team effort and skill of performance

b. To defeat opposing teams

c. To complete an undefeated season

6 Primary objectives are important because:

a. They enable subordinates to accomplish goals which they understand

b. They support primary objectives

c. Both of the above

d. None of the above

7 Intermediate objectives: The importance of intermediate objectives is that they enable subordinates to accomplish goals which they understand and which, in turn, support primary objectives.

8 The Captain of a destroyer has as a primary mission of anti-submarine warfare (ASW).

From the following list, identify the three intermediate objectives which directly facilitate the achievement of the Captain's primary objective.

a. To train sonar personnel to operate equipment to detect submarines within its range

b. To instruct ordnance personnel in the skills required to maintain equipment in such a way that depth charges are available to fire when needed

c. To operate a smooth-running laundry to keep the men in clean uniforms

d. To insure that the ship's movies maintain an interesting variety for off-duty personnel, to keep the morale on board ship high at all times

e. To instruct ordnance personnel in the skills required to launch the DASH drone as required during attacks

---

9 Identify the one statement which identifies the importance of intermediate objectives.

a. They provide a method for resolving differences between personal and organizational objectives.

b. They indicate the importance of the overall primary mission and enhance the leader's status among his peers.

c. They enable subordinates to accomplish goals which they understand and which, in turn, support primary objectives.

Personal and Organizational Objectives

10 In the lower levels of an organizational hierarchy, specific objectives are assigned which must be attained by a smaller group comprised of individuals with goals of their own. If an organization is to be successful in carrying out its mission, all objectives, personal and organizational, must contribute to attainment of the primary objective.

---

11 Learning the significance of incompatible personal and organizational objectives is vital to the successful leaders of organizations or groups at lower levels within the hierarchy. Two important principles regarding integration of personal and organizational objectives are:

1) Lack of integration can lead to a loss of focus on the organizational objectives and can result in poor discipline and low morale.

2) Whether an individual becomes an effective leader or not depends in part on his clear understanding of the organizational goals.

---

12 A subordinate needs to understand which two of the following?

a. Why he performs the functions assigned to him

b. The overall strategy of the war he is fighting

c. In what ways his efforts make a significant contribution to his organization's mission

13 ENS Smith had orders to attend sonar school. Just before he reported, his ship received emergency orders to perform a rescue mission. His orders to sonar school were canceled because Mr. Smith was one of the three qualified officers of the deck on board.

Which of these two statements best summarizes the situation?

a. ENS Smith's goal of attending school was worthwhile and would eventually support the overall mission of the organization but must be temporarily delayed to accomplish the current mission.

b. The Captain of the ship was not far-sighted enough to see the value of the sonar school. If Smith did attend he would eventually strengthen the entire organization's potential and should therefore have been sent to school instead of recalled to duty.

---

14 The technique used for integration of personal objectives with organizational objectives is to:

1) Evaluate the subordinates's personal goals in terms of the mission.

2) Provide consequences to maintain desirable goals by

   a) Direct reward

   b) Utilization of peer pressure

3) Provide consequences to eliminate unacceptable goals by

   a) Direct punishment

   b) Utilization of peer pressure

15 ENS Palmer fell in love and made plans to be married. On the night before the ceremony, his ship received message orders to get underway immediately. ENS Palmer considered going on unauthorized leave.

Which of these two statements best summarizes the situation?

a. ENS Palmer has a responsibility to his organization but also has a responsibility to himself. If he goes on unauthorized leave, he can simply explain his actions to the Executive Officer when the ship docks again.

b. ENS Palmer is on the verge of a serious error. Regardless of the emotional overtones in this situation, he must forego his personal objectives since they do not contribute to the organization's objectives.

---

16 Jones, a petty officer, had been under heavy pressure during the last combat period. He performed his duties admirably, but saw many buddies wounded and several killed. Although he was well qualified for promotion and had completed many correspondence courses, he was in a very limited rating and no quota was open for him to be promoted. Upon arrival in port he received a letter from his wife asking for a divorce.

Thoroughly discouraged, he headed for the nearest bar. There he met a pusher who tried to talk him into buying drugs. Luckily he was spotted by a buddy who took him back to the ship. On the way back, Jones, in his drunken state, told his buddy he was fed up and would try to figure a way to beat going back to combat. His buddy, another petty officer, reported the full circumstances to his Division Officer.

17 Taking the case of PO Jones one item at a time, let's examine possible methods for integration of personal and organizational objectives that on the surface seem incompatible.

Petty Officer Jones' experiences in combat resulted in his objective to avoid future combat. This is, of course, in conflict with his organization's mission.

What courses of action could his superior officer take in order to integrate these objectives? (There are four correct answers. You may refer back to frame 19 if you wish.)

a. Explain that it is his duty to obey orders without question whether in combat or not.

b. Explain the vital role of his function within the overall mission.

c. Explain the responsibility he has to his peers and subordinates for leadership in time of combat.

d. Provide a plausible rationale for his being involved in the war he is fighting in terms of national goals.

e. Describe the hierarchical structure and tell him it is his duty to support it.

f. Provide recognition for the heroism he exhibited during the battle.

18 The lack of quota in his rating resulted in Jones' having a negative attitude toward self-improvement. Consequently, Jones developed the objective of not participating in further correspondence course work.

Which of the following four alternatives are possible solutions to the lack of integration of the personal and organizational goals? (There may be more than one correct answer.)

a. Put Petty Officer Jones in for a transfer to a different unit.

b. Try to interest him in gaining the educational requirements for a less limited rating than his present one.

c. Explain that he is eligible for promotion and that he will be considered when a quota becomes available.

d. Explain that quotas are a result of authorized manning levels which depend on appropriations from Congress. Therefore, he is not being discriminated against as an individual but is merely a victim of the present circumstances.

This is the end of Programed Sequence 2. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Classes of Objectives

Answer the following questions as indicated in your Student Guide.

---

1. Match each type of objective with the appropriate definition. There are two extra definitions that match none of the words or phrases listed.

Objectives	Definitions
a. Intermediate	1) The fourth segment of the management wheel
b. Personal	2) The desired activities leading to goals of hierarchical organizations
c. Primary	3) Set of goals necessary for the success of an organization
d. Organizational	4) Provide the focal point for leader to accomplish organizational goal.
	5) Goals of an individual member
	6) Specific objectives from the primary objectives which facilitate the achievement of the primary objective.

2. Each objective stated for the organizations described is either primary or intermediate.

Select the appropriate number--(1) if you think the objective is primary and (2) if you think it is intermediate--for each organization level.

Organization level	Objective
a. Captain of an aircraft carrier	To establish rendezvous with a tender for refueling
b. Fireroom watch on board destroyer	To establish and maintain adequate temperature and pressure in the boilers while underway to enable operation of the engines
c. Navigation Division on board ship	To maintain all charts in an up-to-date status by entering corrections as they are received
d. Signal gang on board ship	To communicate with other ships and shore stations by visual means.

3. Identify whether the objectives stated are personal or organizational.

Match each objective with 1 for personal or 2 for organizational.

Objective

a. To obtain preferred sea duty, e.g., CINCPACFLT staff in Hawaii
b. To support an amphibious assault mission
c. To get married
d. To establish procedures for standing watch
e. To provide sea rescue assistance to pilots who have to ditch their planes
f. To identify, pursue and sink enemy ships
g. To go on leave for a month
h. To conduct ASW missions
i. To provide fire support

1) Personal
2) Organizational

---

4. Select the choices which specify what a subordinate must comprehend to assist him in the integration of personal and organizational objective.

He must understand:

a. The overall strategy of the war he is fighting
b. In what ways his efforts makes a significant contribution to his organization's mission
c. Why he performs the functions assigned to him

5. Select the statement which identifies the technique used for integration of personal objectives with organizational objectives.

a. Modify the organizational goals in order to facilitate integration of each seaman's goals with those of the overall mission.

b. Evaluate the subordinate's objectives in terms of the mission and do what is necessary in order to eliminate unacceptable goals and to maintain desirable goals.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 2

1. a-6, b-5, c-4, d-3
2. a-2, b-1, c-2, d-1
3. a-1, b-2, c-1, d-2, e-2, f-2, g-1, h-2, i-2
4. b, c
5. b

Now, go to Summary 3 on the next page.

Summary 3

Setting Up an Objectives Program

Sources of Objectives

Objectives originate from several different sources, the obvious source being higher authority. Our discussion of the hierarchy of objectives suggests that the senior commanders, as higher authorities, originate objectives and communicate them to the subordinate levels. You yourself, acting singly or in concert with your peers, can develop objectives. For example, a group of division officers might have the objective of developing an advancement in rating program. This objective would support the Division Commander's broader goal of improving advancement in rating among the enlisted men. It is also possible that some objectives will originate with subordinates. Working toward the goal of improving advancement in rating, the chief petty officers may contribute the objective of instituting better modes of instruction.

In addition to the three sources of objectives within the organization (your superiors, you yourself and your subordinates), there is a fourth source which is external to the commmand hierarchy. The chief inspector who comes to inspect the ship is an outsider. If he makes a suggestion regarding possible methods of improving advancement in rating, he represents an outside source of an objective, yet, at the same time, he supports the ultimate objective of the Division Commander. It is often a good idea to solicit ideas for objectives from external sources by visiting other organizations similar to your own.

Criteria for Evaluating Objectives

Five criteria should be met in determining and formulating any list of objectives. (1) Objectives must be realistic--not goals which might be achieved in the far distant future, but goals which are meaningful in the near future. (2) Objectives should be reasonable in that the organization has the capability to attain them. (3) To be sure that everyone understands what is to be accomplished, without chance of misinterpretation, the objectives must be clearly and concisely stated. (4) The objectives must be in harmony with higher-order objectives as described by the hierarchy of objectives principle. (5) The objectives should aim at improvement rather than at change for its own sake.

Balanced Emphasis on Objectives

In addition to developing good objectives, management must take care to stress the attainment of objectives in a balanced fashion. Proper management rules out the common and pernicious business malpractice of management by crisis and "drives." Management by drives occurs when management says, "The only way we get something done around here is by making a drive on it."

This type of management by crisis produces pendulum swings such that one objective is over-emphasized to the detriment of all others; and then one of the neglected objectives is later over-emphasized in an attempt to assure its attainment. For instance, three weeks of an economy drive are followed by three weeks of a human relations drive to repair the damage done by the preceding drive. Management by drives is a sure sign of confusion and of failure to plan the emphasis on objectives according to their position in a hierarchy.

Leadership and Objectives

The ability to establish and to accomplish worthwhile objectives, which result in over-all improvement in the organization, is a characteristic of outstanding leaders in the military service. The importance of this ability is acknowledged by its inclusion as one of the fifteen Key Leadership Factors discussed in Volume I: "An effective leader establishes objectives and plans for their accomplishment."

In this segment, we have discussed the importance of objectives. They are the focal point of the management process. Planning, organizing, directing, controlling and coordinating are all dependent upon objectives. Within a chain of command, it is imperative that the objectives of the lower echelons support the objectives of the higher echelons. This is known as the hierarchy of objectives. The differences between primary and intermediate objectives have been discussed, as well as the need to consider personal goals in relation to those of the organization. We concluded with the observation that a leader, to be effective, must be able to influence others to accomplish the objectives of the organization.

This is the end of Summary 3. Now go to Summary Pre-Quiz 3, page 56, and follow the instructions.

Summary Pre-Quiz 3

Setting Up an Objectives Program

Answer the following questions as indicated in your Student Guide.

---

1. Select five criteria to be met in formulating objectives.

   a. Clearly and concisely stated

   b. In harmony with higher order objectives

   c. Realistic

   d. Suggested by the proper source

   e. Acceptable to the men

   f. Directed at actual improvement rather than at change for its own sake

   g. Reasonable

---

2. Match the following objectives with the source of each objective. Use each one.

   a. The sonar operator suggested a change in procedures for reporting the presence of contacts.

   b. The Officer of the Deck outlined the purpose of the exercise to the members of the bridge watch.

   c. The contractor who built the Poseidon missile suggested alternate methods for outfitting the Polaris submarines to accommodate the missiles.

   1) Subordinate source

   2) Higher authority

   3) External source

3. The problems encountered in management by drives are:

    1) By over-stressing first one and then another objective, a stable, long-range approach to achieving all objectives is rendered impossible.

    2) The leader's drives for personal power and recognition, rather than a rational ordering

    3) When a drive is over, the objective which was the focal point of the drive is often neglected later as new crises arise.

    a. 1, 2, 3

    b. 1, 3

    c. 1, 2

    d. 2, 3

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. a, b, c, f, g
2. a-1, b-2, c-3
3. b

If you missed one or more questions, go to Programed Sequence 3 on the next page.

Programed Sequence 3

Setting Up an Objectives Program

OVERVIEW: In this sequence you will learn the four sources of objectives as well as the five criteria which should be used to evaluate objectives. You will appreciate the need for a balanced approach to achieving objectives and the importance of a leader being able to develop and implement objectives.

1 The mission of the Naval Academy to develop dedicated naval leaders is a broadly stated objective whose attainment requires a multiplicity of supporting objectives. This broad objective can serve as a framework on which to base an analysis of the sources of objectives.

Recently, the Superintendent of the Naval Academy determined that a general background in the humanities was essential to the development of naval leaders. The academic departments were reorganized and new courses, including a course in Diplomacy, were introduced.

2 If you were a lieutenant assigned to the Academy to develop the new Diplomacy course, you would have to set up many objectives with respect to what your students would be expected to master. There are four sources which could be tapped in establishing such objectives for your course. These four sources are:

a. Higher authority

b. You yourself

c. Subordinates

d. External sources

---

3 The Head of the new Political Science Department is well versed in the field of diplomacy and presents you with a list of objectives (principles and skills) which he wants included in your course. Select the source of objectives represented by the Department Head.

a. Higher authorities

b. Subordinates

c. You yourself

d. External sources

---

4 In formulating the objectives he wants included in the Diplomacy course, the Department Head must be sure that his objectives are consistent with and provide support to the wider objectives of his superiors, that is, to the development of good naval leaders.

5 You were assigned the task of developing the Diplomacy course because you have a good background in political science. Thus you already know for yourself many objectives you would want included in the course. Here the source of objectives is you yourself.

6 A cautionary note: you must ensure that your objectives are in accord with the objectives outlined by the Head of the Political Science Department, such that your decision to discuss the Paris Peace talks is in line with the Department Head's recommendation that the students investigate actual diplomatic proceedings.

7 You may get ideas for other objectives by consulting other universities on their diplomacy courses--what they teach and the texts they use. What source of objectives would the universities represent?

a. Experienced
b. Expert
c. External

8 The final group from which you may draw objectives is in this case, your students. As they work through the first presentation of the course, you may solicit their ideas for other topics they would like covered, and ways in which they believe the course could be improved. What source of objectives would the students be?

a. Non-expert

b. Subordinate

c. Unreliable

---

9 A leader needs some guidelines for evaluating objectives so that his decision to act upon or to disregard a proposed objective will be based on rational judgment rather than on a "hunch" that one objective is better than another. The five criteria of a good objective are that they be:

1) Realistic
2) Reasonable
3) Clearly stated
4) Harmonious
5) Aimed at improvement

---

10 These criteria will be helpful to the officer who has recently been assigned as Supply Officer in charge of a supply depot from which supplies that are essential for uninterrupted maintenance of fleet operational equipment are disappearing at a prodigious rate. The officer, LT Graft, has been given the task of substantially reducing losses due to theft.

$\boxed{11}$ LT Graft establishes the objective that classes in honorable and moral conduct will be given to the entire staff of the supply depot until each person is so imbued with a sense of ethics that the stealing ceases altogether.

This objective fails to meet which of the criteria for a good objective?

a. Harmonious

b. Reasonable

c. Realistic

It is unrealistic to expect that education will totally eradicate the baser aspects of human nature. The objective should be reformulated such that the staff will participate in lectures and group discussions on moral responsibility giving them heightened awareness of each man's responsibility for his own and other's actions.

12 LT Graft might take a different tack by taking as his objective the tightening of controls on the system until the staff and supplies are checked so closely that all stealing is rendered impossible.

Although this is a well-intentioned idea, it would not be a good objective because it does not meet which of the following criteria of a good objective?

a. Realistic

b. Reasonable

c. Harmonious

A reasonable objective is one which the organization has the capability of achieving. It would not be reasonable to expect that the supply depot with its present facility and number of personnel could operate under a system with so many double checks that any kind of theft is virtually impossible. LT Graft should modify the objective so that he has a more reasonable goal of reducing thievery to some acceptable percentage of gross sales while running the supply depot in a strict but not unduly repressive fashion.

13 In announcing to the supply depot staff the procedural changes he wants initiated, LT Graft should avoid vague statements of aims such as, "We'll lick this stealing by tightening controls."

This statement does not satisfy the criterion of good objectives because it is not:

a. Harmonious

b. Realistic

c. Clearly stated

d. Aimed at improvement

The objective would be better stated as, "To reduce the opportunities for pilfering, we will require that whenever a transfer of materials is involved the supplies will be quantified and signed for by the person who is accepting responsibility for them. Those transfer points for which a log will be kept are: delivery of stock to depot, transfer of stock within the depot, disbursement of stock outside the depot."

14 LT Graft does some data analysis on the types of items which are most frequently stolen and then announces that to reduce stealing the supply depot will no longer stock these items.

This objective fails to meet the good objective criterion because it is not:

a. In harmony with higher order objectives

b. Clearly stated

c. Aimed at improvement

Although LT Gráft has been given the assignment of reducing losses by theft, he cannot achieve this at the expense of the more important mission of the supply depot to stock and supply all the items necessary to prevent uninterrupted maintenance of fleet operational equipment.

---

15 LT Graft should resist the temptation to establish as an objective the introduction of totally new accounting and bookkeeping procedures on the grounds that any change will be an improvement over the old system. He will not make this error if he heeds the message of the fifth criterion.

Objectives should aim at:

a. Changes even though late; better to change late than no change at all

b. Improvement rather than at change for its own sake

It would be better for LT Graft to set up the objective of reviewing the current accounting methods to determine how the existing system could be strengthened.

16 Once good objectives meeting the five criteria have been established, the leader must turn his attention to achieving them. He should develop a long-range plan for attaining the objectives in a balanced fashion.

---

17 The failure to plan exposes the leader to a series of unexpected, crisis situations to which he will overreact because of lack of preparation. If he does not plan for implementing objectives, the leader may find himself engaging in:

a. Management by drives
b. Crisis management
c. Both of the above
d. None of the above

---

18 When management by drives is practiced, the leader will "make a drive" on whatever objective is currently in jeopardy and concentrate most of his attention on accomplishing that particular goal. This is done to the detriment of the other objectives since effort can not be expended on them.

Management by drives is an important technique for the young leader.

a. To use, but only when necessary
b. To use in accomplishing priority objectives
c. To avoid using

19 The importance of a leader being able to develop and accomplish objectives which improve an organization is attested to by its inclusion as a Key Leadership Factor.

---

20 If you refer to the Key Leadership Factors listed in Volume I, you will read that:

a. "An effective leader establishes objectives and plans for their accomplishment."

b. "An effective leader is one who accepts objectives as assigned and makes a drive to accomplish that objective first."

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Setting Up an Objectives Program

Answer the following questions as indicated in your Student Guide.

1. Match the following objectives with the source of each objective. Use each one.

    a. The Officer of the Deck outlined the purpose of the exercise to the members of the bridge watch.

    b. The sonar operator suggested a change in procedures for reporting the presence of contacts.

    c. The contractor who built the Poseidon missile suggested alternate methods for outfitting the Polaris submarines to accommodate the missiles.

    1) Subordinate source

    2) External source

    3) Higher authority

2. Select five criteria to be met in formulating objectives.

    a. Realistic

    b. Acceptable to the men

    c. Clearly and concisely stated

    d. Suggested by the proper source

    e. In harmony with higher order objectives

    f. Reasonable

    g. Directed at actual improvement rather than at change for its own sake.

3. The problems encountered in management by drives are:

   1) When a drive is over, the objective which was the focal point of the drive is often neglected later as new crises arise.

   2) By over-stressing first one and then another objective, a stable, long-range approach to achieving all objectives is rendered impossible.

   3) The leader's drives for personal power and recognition, rather than a rational ordering of the importance of the objectives, determine which objectives will receive the most emphasis.

   a. 1, 2, 3

   b. 1, 3

   c. 1, 2

   d. 2, 3

Now, check your answers on page 68.

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ANSWERS TO SUMMARY POST-QUIZ 3

1. a-3, b-1, c-2
2. a, c, e, f, g
3. c

This is the end of Part Five, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment III
Objectives

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

OBJECTIVES

PROGRESS CHECK

Question 1.

Which statement illustrates an example of a leader setting forth objectives?

a. The Deputy Commandant briefed the newly assigned Executive Department Officers on the mission of the U.S. Naval Academy and the goals of the Plebe Summer Program.

b. The Midshipman Officer of the Watch directed that the uniform for muster for the watch squads would be the uniform of the day.

c. The Division Officer reassigned personnel within his division.

d. The Division Officer presented to his department head recommendations for reorganizing his division.

Question 2.

Which statement best defines the term "objective"?

a. The term implies a personal goal that corresponds to an organizational target or unit mission.

b. Objectives are the last and most significant goals attained by a unit in accomplishing its mission.

c. Objectives are the desired standards, mission, goal, or target that the organization is to attain; all activities of management revolve around them.

d. The term relates to an organizational goal only.

Question 3.

The Commanding Officer establishes as an objective the improvement of his ship's ASW capability.

Which of the following objectives would contribute to a hierarchy of objectives leading to this improvement?

a. The Operations Officer developed a special training program for the watch standers for improving their tactical knowledge of ASW.

b. The Operations Officer and the Senior Watch Officer developed a system for selecting watch standers who have the greatest knowledge of ASW.

c. The Operations Officer proposed a study of the latest ASW equipment and its implementation.

d. None of the above

Question 4.

Considering the wardroom mess aboard ship, how would you classify the following objectives--as originating from your superiors, your subordinates, or external?

1. In order to raise funds for a Vietnamese children's orphanage, the captain states that the wardroom mess may hold a "Las Vegas Night."

2. In order to make money for the wardroom mess, the treasurer of the mess proposes that popcorn and soda be sold at the nightly movie show in the wardroom.

3. In order to obtain the best use of special electronic gadgets in the wardroom mess galley, a manufacturer's representative comes aboard to supervise for two days and leaves a book of instructions for proper operation and maintenance.

4. The Chief Steward's Mate proposes a new plan for serving more officers at a single sitting.

a. 1 and 4, external
   2 and 4, subordinates

b. 1 and 3, superiors
   2 and 4, subordinates

c. 2 and 4, subordinates
   1, superiors
   3, external

d. 2 and 4, subordinates
   1, external
   3, superiors

Question 5.

Below are two statements of objectives. Read each one and decide whether it is a primary or intermediate objective.

1. A destroyer has been assigned to a new ASW group and must make contact with them so it can rendezvous as scheduled.

2. The quartermasters aboard ship must make celestial observations at least four times daily.

a. Number 1 is primary, number 2 is intermediate.

b. Number 1 is intermediate, number 2 is primary.

c. Both are primary.

d. Both are intermediate.

Question 6.

Which of the following statements best describes the importance of primary objectives?

a. Primary objectives enable subordinates to accomplish goals which they understand.

b. Primary objectives provide the focal point for leaders to accomplish organizational goals.

c. Primary objectives are the objectives which must be accomplished first in order for a unit to reach its organizational goal.

d. Primary objectives provide general guidelines for large units and provide the focal point for small units.

Question 7.

LT Johns has recently taken over the Airframes Division in a P-2 squadron. This division as a whole has previously had a very low advancement rate. His goal is to see every man advanced as a result of the next rating exam. Unfortunately, one week prior to the exam, LT Johns discovers that 50% of his men are not qualified to take the rating exam because they have not completed their correspondence courses and practical factors, despite his continual lecturing that the Navy expects each individual to progressively advance.

Which of the following statements illustrates the major cause of LT Johns' difficulty in obtaining his goal?

a. Obviously LT Johns was not forceful enough in announcing that the Navy expects every man to progressively advance.

b. LT Johns should have had an intermediate objective of having all his men qualified to participate in the upcoming rating exam.

c. LT Johns should have pointed out that the CO looks more favorably on those who have initiative for self-improvement.

d. Instead of lecturing his men on advancement, LT Johns should have had his leading petty officer do it.

Question 8.

Which of the following statements best describes the relationship between primary and intermediate objectives?

a. Primary objectives must be accomplished first before the intermediate objectives.

b. Intermediate objectives provide the focal point for leaders to accomplish organizational goals while primary objectives provide the focal point for subordinates to accomplish organizational goals.

c. An intermediate objective facilitates the achievement of a primary objective. While intermediate objectives enable subordinates to a accomplish goals they understand, primary objectives provide the focal point for leaders to accomplish organizational goals.

d. All of the above

Question 9.

AN Tipton, a technician, wants to be on the Navy pistol team. His shooting practice time conflicted with his duty hours. His petty officer talked the matter over with his Division Officer. Which action do you think they should have taken?

a. The Division Officer advised the petty officer to let the man go to pistol practice as this team is good publicity for the Navy and it will look good to have a man from this division on the team.

b. Acting on the advice of the Division Officer, the petty officer had a talk with AN Tipton in which he tried to convince him that he should give up the pistol team.

c. The Division Officer talked with Tipton to determine how strongly he felt about the pistol team, then encouraged him to work out a schedule that would allow for both his regular duties and pistol practice.

d. Since it was apparent that Tipton was not sufficiently interested in his job, the Division Officer had him transferred to a different division.

Question 10.

Which of the following statements correctly illustrates the technique for integrating personal and organizational objectives?

a. The leader must evaluate a subordinate's personal goals in terms of the mission and provide consequences such as rewards to maintain desirable goals.

b. The leader must evaluate a subordinate's personal goals in terms of the mission and provide consequences such as punishment to eliminate unacceptable goals.

c. The leader must evaluate a subordinate's personal goals in terms of the mission. This means he must provide consequences that both maintain desirable goals and eliminate unacceptable goals.

d. None of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT III

REMEDIATION TEXT Syndactic Text (ST/SV)

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Summary 1: Pages 1 - 2
2	c	Summary 1: Page 1
3	a	Summary 1: Pages 4 - 5
4	c	Summary 3: Pages 49 - 50
5	d	Summary 1: Pages 4 - 5 Summary 2: Page 25
6	b	Summary 2: Page 25
7	b	Summary 1: Pages 3 - 5 Summary 2: Page 25
8	c	Summary 2: Page 25
9	c	Summary 2: Pages 26 - 28
10	c	Summary 2: Pages 26 - 28
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment IV
Planning

Linear Text
(HLT)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

"Plan Ahead"

Once overall objectives have been established, the first step to take in attaining them is to formulate a plan of action. Here you will learn the benefits to be derived from planning and the importance of planning to the leader, particularly as he ascends the organizational ladder.

This segment will acquaint you with the hazards of overplanning and underplanning, and the differences between long-range and short-range planning. There is a discussion of the steps involved in the planning process--forecasting, estimating and plan preparation. Further, you will learn that a good plan answers the questions of who, what, when, where and why.

PLANNING

OVERVIEW: In the previous segment you learned the importance of objectives in mission accomplishment. In this segment you will learn the factors involved in planning for those missions. Planning is the first activity that must be carried out in Military Management. This segment will teach you the steps in planning. In addition, you will learn the relationship between the leader's position in the organization and the amount of time he spends planning.

---

1 Planning is the process of determining a course of action which will be followed to accomplish the mission. A plan prescribes the course of action or states the means by which the determined process is translated into action.

---

2 Which of the following correctly describes planning?

a. Carrying out a prescribed course of action

b. The process of determining a course of action

3 Planning refers to all of these:

1) The selection, from several alternatives, of future actions

2) The function by which a leader determines (within the area of his authority) what objectives are to be accomplished and how and when they will be reached

3) The means by which the organization is guided from the present into the future in order to accomplish a mission or objective

4 Planning results in which three of the following?

a. Selected plans for action

b. A design for activities aimed toward accomplishing a mission, including statements of how and when they will be accomplished

c. A rationale for why the mission is to be accomplished

d. An organizational guide from the present into the future to accomplish goals of the organization

---

5 Planning allows continuity of operations because it:

1) Offsets uncertainty and change

2) Provides a base for the leader's execution of other management functions (organizing, directing, controlling, and coordinating)

6 Attack aircraft from a carrier are given the mission to interdict efforts to supply the enemy troops dug in on the beach.

Which one of the plans illustrates continuity in planning as just described?

a. Search the beach for trucks unloading supplies.

   Attack during the unloading operations.

   Repeat the attacks during daylight hours.

   Drop flares at night to assure no unloading takes place.

b. Send all planes to the source of the supplies and destroy it so that no more shipments can be made.

   Photograph the area bombed for further planning.

c. Establish primary targets at the source of supplies and destroy supplies.

   Establish as secondary targets supply trains and convoys enroute to the beach.

   Provide surveillance reports of the strikes made and damage to the various targets to facilitate coordination.

7 Select the two statements which identify ways in which planning allows continuity.

a. It permits objectives to revolve around activities.

b. It permits facilities to replace men and materials.

c. It offsets uncertainty and change.

d. It allows subordinates a role in planning.

e. It provides a base for the leader's execution of other management functions.

f. It enables higher authority to assume its proper role in planning.

Now turn to Figure 1 on page 5. The figure shows the management wheel, with which you are already familiar, and indicates the part played by planning in the total management process.

IMPORTANCE OF PLANNING

1) Planning is vital for efficiency and success.

2) Careful planning helps to answer such questions as what, when, where, who, and why concerning an operation.

3) Planning aids or facilitates the execution of future action by providing a basic point of departure.

ADVANTAGES OF PLANNING

1) Makes for the utilization of purposeful and orderly activities

2) Minimizes unproductive work

3) Promotes the use of a measure of performance and increases cost effectiveness

4) Provides for a greater utilization of available facilities of an enterprise

5) Compels visualization of the whole operative picture clearly and completely

6) Provides a basis for control

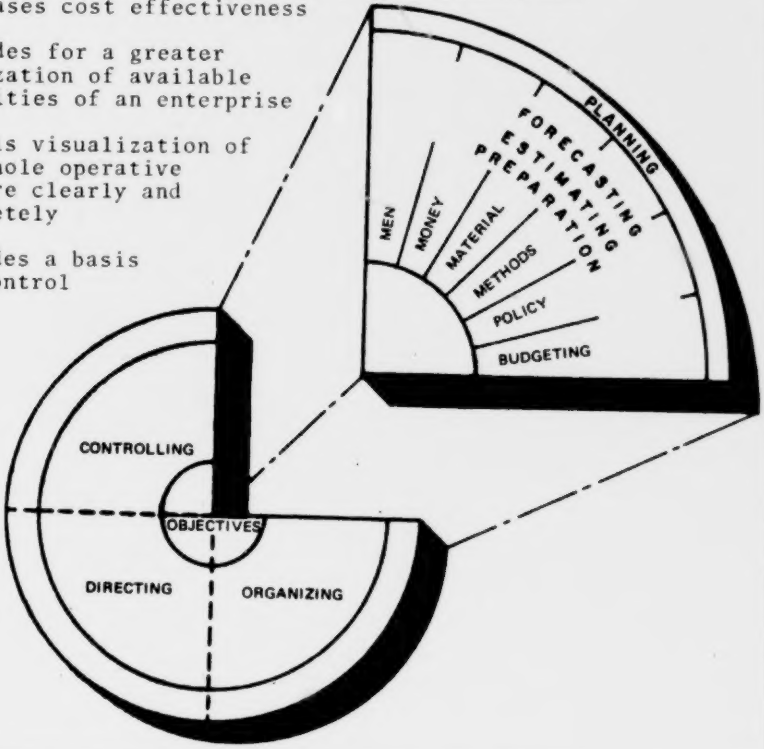

PLANNING
FORECASTING
ESTIMATING
PREPARATION
MEN
MONEY
MATERIAL
METHODS
POLICY
BUDGETING
CONTROLLING
OBJECTIVES
DIRECTING
ORGANIZING

Figure 1

8 The following are examples taken from naval and Naval Academy life, which illustrate the points in Figure 1, Page 5.

Importance of Planning

1) Every ship has a Plan of the Day (POD) without which the ship could not operate successfully or efficiently.

2) No SEAL team could get ashore and be recovered covertly without carefully planning the operation so that the who, what, where, when, and why questions are answered.

3) The DOD provides the armed services with certain basic missions. The Marine Corps must be an amphibious force in readiness, and plans within the Corps are always made with this basic mission in mind.

Advantages of Planning

1) Careful planning of a midshipman's day makes sure he spends his time efficiently and profitably in purposeful and orderly activities.

2)-6) The last five advantages, 2 through 6, are best illustrated by the extensive and careful planning that is done for June Week at the Naval Academy. Unproductive work is minimized by planning each activity in conjunction with all others, thus avoiding conflicts in scheduling and duplication of effort. The use of a measure of performance is exemplified in the annual color competition. Most efficient use of facilities is promoted by the publishing of a schedule of events. Planning also compels visualization of the entire operation and provides a basis for control.

9 When a leader fails to discriminate the range of contingencies that could occur, underplanning results. There are three implications of underplanning:

1) There is incomplete analysis of the mission.

   A Marine division was conducting a search and destroy operation in a combat zone. Some units in the division were assigned the mission of assisting all civilians wishing to leave the area, and aiding them in resettlement in a refugee center. However, the number of civilians desiring to be evacuated far exceeded all estimates. Additional problems arose since most refugees had with them not only all their household goods, but livestock also. To cope with this unexpected emergency, additional units in the division were assigned to assist the evacuation, and the search and destroy operation was forced to halt temporarily.

2) There is failure on the planner's part to make realistic assumptions.

   MIDN Rambo, in planning for his career after graduation from the Naval Academy, considered only the aviation program, assuming (a) that he would like flying, and (b) that he would remain physically qualified to complete the program.

3) People have more regard for the present than for the future.

   ENS Rambo was assigned to the naval aviation program, and with the additional flight pay, made extensive purchases on installment. He purchased a second car, additional insurance, and a fur coat for his wife. About halfway through the program Rambo "washed out" due to persistent air sickness and found himself badly in debt.

10 When a leader attempts to predict events that are unpredictable, overplanning results. There are four implications of overplanning.

1) Too much attention is paid to details beyond any practical need; e.g., efforts may be expended to prevent situations that would not have developed anyway.

   A young naval officer and his wife taking their first long trip with their first child, still an infant, carry with them equipment and clothing for every eventuality. Only after a few such trips do they learn how to cut their luggage down to the bare essentials, and to plan for only those contingencies that are likely to occur.

2) Subordinate's initiative can be stifled because of rigid mode of execution.

   An officer is put in charge of a unit which is to march in a Washington ceremony. The officer is given a detailed list of instructions that covers every facet of the ceremony, so that nothing is left to his initiative. All he must do is appear at the ceremony and take muster.

3) There is inefficient use of resources. (The cost of planning work may exceed its actual contribution.)

   When given the word to prepare a briefing for a visiting dignitary, the Operations Officer of a ship assembles the entire staff, assigns each department head a time for the briefing, suggests aids to be used, and has each prepare an agenda concerning his own department's functions. The Captain reschedules activities on board to make time for the briefing sessions. When the visiting dignitary arrives, he indicates that he is interested in only one area, logistical operations, and it turns out that the elaborately planned briefing sessions will not be necessary.

4) Overplanning may delay action.

LTJG Smith's wife keeps postponing her plans to have a group of officers and their wives to dinner because she insists on knowing definitely at least one week in advance just how many guests are coming. Given the unpredictability of their friends' schedules, the Smith's may never have their dinner party.

---

11 Match each term with the correct definition.

a. Underplanning

b. Overplanning

1) An attempt to predict events that are unpredictable

2) The selection of courses of future action

3) The function by which a leader determines the objectives to be accomplished

4) The failure of a leader to discriminate the range of contingencies that could occur

5) The means by which an organization determines its present activities from activities in the future

6) The failure of a leader to successfully predict the probability of mission success

---

Review the material on pages 7 and 8. Refer to these pages if necessary, in answering frame 12.

12 Determine for each of the following examples whether the plan suffers from overplanning or underplanning.

a. MIDN Shimshak, Brigade Operations Officer, was given the responsibility for making plans to bus the Brigade to Philadelphia for the Army-Navy football game. MIDN Shimshak made a thorough survey of each company for the correct number of midshipmen on the company rolls, contacted a bus company to find out how many seats were on each bus, and prepared an elaborate matrix for the Brigade Commander, specifying exactly how many buses would be required for each company, and giving a grand total for the Brigade. All arrangements were carried out as planned but the drags were forced to find their own transportation.

b. A junior officer is placed in charge of an advanced echelon of an aviation squadron designated to relocate to a new air station. He takes an advance party to the squadron's destination to make the facilities ready for the entire squadron. Upon arrival with his 15 men he finds no billeting available either for his advanced party or for the incoming squadron. Upon checking with the disbursing officer, the junior officer discovers that the pay records for the advanced party have not been received.

c. MIDN Law, the Company Commander for the 10th Company during the fall, decided that his company would set as its objective becoming the Brigade Color Company for June Week. He assembled all the class leaders of the company and outlined his plans. He gave each leader a list of specific duty assignments for the midshipmen in each class group. He scheduled weekly meetings to assess progress. He set up a "special help" group composed of 1/c and 2/c to give extra instruction in weak areas, and established the number of color points to be obtained as intermediate objectives. He published a list of slogans and cheers to be used by the company in its intramural program. Despite MIDN Law's efforts, the company came in last in the Color Competition.

13 Two basic types of military planning are long-range planning and short-range planning. Whether a leader considers a plan to be long- or short-range depends upon the situation. That is:

1) The leader's/manager's level in the organization

2) The kind of endeavor in which the organization is engaged

3) The quality of managerial practices

The following are examples of each of the points made above. Whether a leader considers a plan to be long- or short-range depends upon the situation. That is:

1) The leader's/manager's level in the organization

The Marine Corps Capabilities Plan (MCP) covers the activities of the Corps in the current fiscal year. To the Commandant of the Marine Corps, this is a short-range plan; to a Marine Rifle Platoon Commander in Vietnam, this is a long-range plan.

2) The kind of endeavor in which the organization is engaged

The planning done by a research and development agency to move an idea from paper to hardware in the Fleet must be long range. The planning done by an operational commander in comparison, is much shorter range.

3) The quality of managerial practices

A newly married ensign and his bride, who are just getting used to planning meals one week in advance, would consider the planning of meals for Bancroft Hall, done months in advance, to be long-range planning.

---

14 Let us consider the relationship between long-range or short-range plans and military concepts.

Long-range planning is related to the concept of strategy.

Strategy is concerned with the general plan for the employment of a nation's fighting forces.

---

15 Choose the correct statement.

a. Deployment of our nation's fighting forces is determined by the general long-range strategy for defense of our country.

b. Long-range strategy is based on the current weapons systems and the immediate critical situations in which our forces are involved.

16 Short-range planning is related to the concept of tactics. Tactics refers to specific maneuvers and special techniques of fighting. The actual launch of strike aircraft against enemy targets from attack aircraft carriers is an example of the execution stage of short-range planning in military tactics.

---

17 Short-range naval tactical plans are related to which one of these three?

a. Intermediate objectives that support long-range plans at lower levels of planning

b. Specific maneuvers of naval forces and special techniques of fighting

c. Long-term commitment of forces in small areas of defense

---

18 In summary, we see that two basic types of planning are long-range and short-range. Short-range planning can be subcategorized as tactical, budgetary, and contingency.

In the examples that follow, the plans are either long-range or short-range. Determine in each case whether the plan would involve short- or long-range planning.

a. The world wide deployment of the US Navy nuclear capability

b. The deployment of the USS Enterprise to WESTPAC to support SEVENTH FLEET operations off the coast of Vietnam

c. Development of an effective anti-ballistic laser missile system

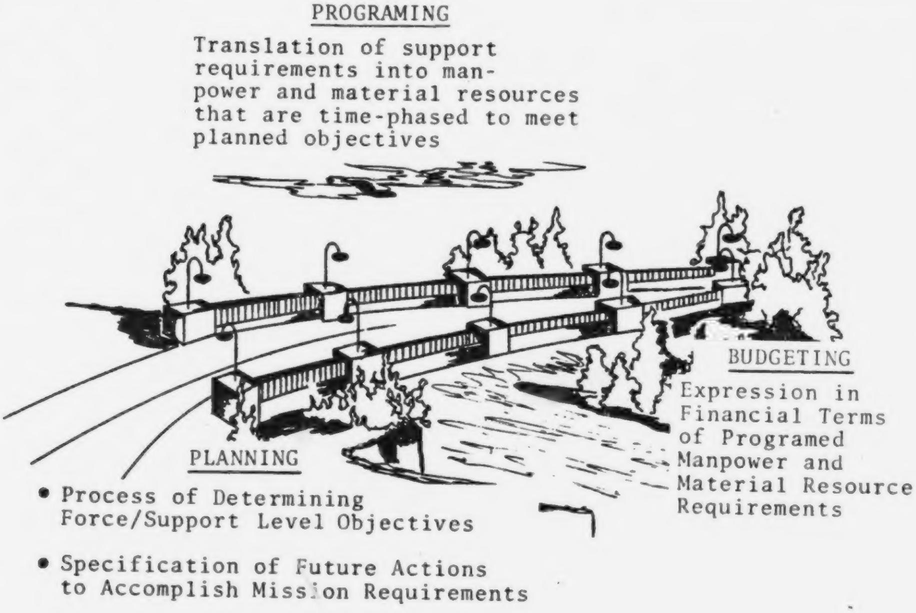
19 Now let's consider three distinct but necessarily interrelated processes--planning, programing, and budgeting.

1) Planning is the process of determining force and support level objectives and specifying the future actions to accomplish mission requirements.

2) Programing is the process of translating force and support requirements into manpower and material resources that are time-phased to meet planned objectives.

3) Budgeting is the process of expressing the programed manpower and material resource requirements in financial terms for funding.

PROGRAMING BRIDGES THE GAP



PROGRAMING

Translation of support requirements into manpower and material resources that are time-phased to meet planned objectives

BUDGETING

Expression in Financial Terms of Programed Manpower and Material Resource Requirements

PLANNING

- Process of Determining Force/Support Level Objectives
- Specification of Future Actions to Accomplish Mission Requirements

20 Which one of the following statements indicates the relationship of planning, programing, and budgeting?

a. Planning is a direct result of the monies available and specified in the budget.

b. Budgeting depends on the amount of time spent planning and the resources determined by programing.

c. Planning determines force and support level objectives and requirements, programing translates these requirements into resources, and budgeting expresses the programed requirements in financial terms for funding.

21 Which one of the following statements indicates the difference between planning and programing?

a. Programing determines objectives and specifies future actions; planning translates requirements into resources.

b. Programing translates requirements into resources; planning determines objectives and specifies future actions.

c. Planning bridges the gap between programing and budgeting.

22 A destroyer has been assigned a 3-week tender availability for routine repairs. LTJG Door, the DCA, has been ordered to establish a program for repairs to be accomplished during the upkeep period within specified budget limitations.

Which of the following programs is appropriate to the plan for making repairs within the allotted funds, allotted time, and in the order of priority?

a. Determine what repairs are needed (e.g., repair the boilers, repair the damaged rudder, chip and paint the hull).

Establish estimated costs for each repair job.

Calculate total cost.

If total cost exceeds funds, eliminate non-critical repairs or have them accomplished by ship's force.

Establish length of repair time for each job.

Determine which jobs may be performed simultaneously.

Eliminate any repairs that cannot be completed within the availability period.

Determine the most critical or essential repair jobs, and schedule those that can be completed on time within the budget.

b. Determine what repairs are needed (e.g., repair the boilers, repair the damaged rudder, chip and paint the hull).

Schedule each job.

Establish a PERT chart to keep the tender on schedule.

(continued)

22 (continued)

If the cost will exceed the allotted funds, have the tender do as much as time permits and complete the repairs at sea.

If the work cannot be completed in the time allotted, request permission to extend the availability time.

Provide the tender with a checklist for determining when he has met specifications of the schedule, keeping priorities in mind.

c. Make an agreement with tender for repair of the ship within 3 weeks.

Have the tender specify exactly what repairs can be made within the allotted time for the allotted funds.

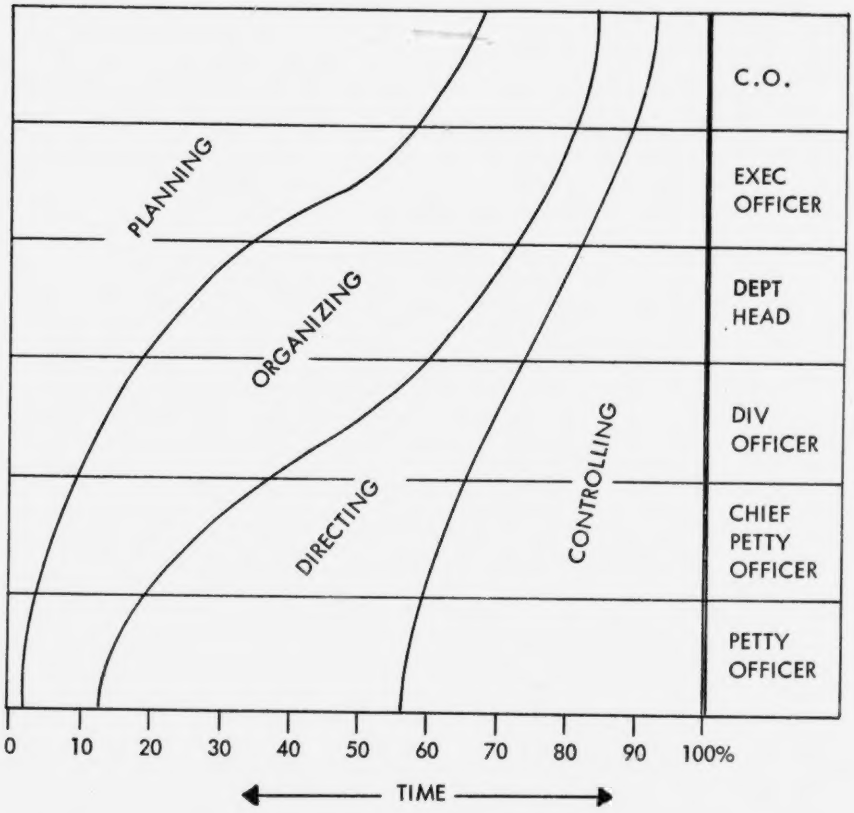
Establish milestones for completion of the jobs specified in the schedule.

Provide coordination between the tender and the ship's executive officer during the time of repairs.

Specify priority items for the tender from the list of repairs he agrees to make.

23 It is helpful to involve those who will carry out the plan in the planning stages as much as possible. This gives them a clearer understanding of the objectives and provides motivation for implementing "their" plan.

While every leader performs similar functions, the time and effort spent on each function varies according to the leader's level in the organization. (See illustration below.)



(Adapted from Haimann, Professional Management, Theory and Practice, 1962)

24 Refer to the diagram (page 18) if necessary to answer these questions.

a. Who spends the most time planning?

1) High-ranking officers

2) Low-ranking officers

3) All the same amount

b. Which one function consumes about the same percent of time regardless of organizational level or rank?

1) Planning

2) Organizing

3) Directing

4) Controlling

---

25 The previous chart estimated the relative amount of total duty time devoted to planning by leaders at various levels. The following chart shows the estimated distribution of total planning time spent by leaders at various levels of the organization.

PLANNING TIME

Period covered by plan / Organizational level of leader	Current	1 Month Ahead	6 Months Ahead	1 Year Ahead	5 Years Ahead
C.N.O.	2%	5%	20%	25%	48%
Fleet Commander	5%	15%	40%	30%	10%
C.O.	25%	50%	15%	10%	NONE
Department Head	50%	30%	15%	5%	NONE
Division Officer	80%	15%	5%	NONE	NONE

(Adapted from Terry, Principles of Management, 5th Ed.,1968,p.265)

26 The higher ranking officer spends more time planning than the lower ranking officer. Refer to the planning time chart if necessary to answer the following questions.

---

27 Which one of the following statements is true?

a. The higher the rank or organizational level, the less planning there is done.

b. The lower the rank or organizational level, the more time spent on current planning.

c. The principle that persons who must carry out plans should be involved in planning is illustrated by the large amount of time division officers spend on 5-year plans.

---

28 Consider this published plan.

Plan for closing of pay records for DD622:

Closing to begin 7 June.
Pay records to be closed--325.
Disbursing clerks available--2.

In order to insure that routine work is accomplished, morning hours will be used for clerical routines. Each clerk should be able to complete four per hour.

Completion Schedule:

7-8 July	A through D
9-10 July	E through J
11-13 July	K through M
14-15 July	N through R
16-17 July	S through Z

Which of the following phrases describes the organizational level at which this short-range plan was made?

a. Prepared by the Commanding Officer

b. Prepared by the department head

c. Both of the above

d. None of the above

29 Steps in planning:

All leaders must continually look to the future and plan those activities over which they will have direct control. Planning should begin before specific missions are established. Preparing for possible activities enables the leader to act immediately when problems arise and decisions must be made.

There are three major steps included in the planning function. These steps are referred to as: forecasting, estimating and plan preparation.

This first phase of planning (that which occurs before the receipt of a specific mission, or the formulation of primary or immediate objectives) is called forecasting. Forecasting is the process of estimating the future effects of current events or situations.

> Military leaders are frequently required to make estimates, which in this case are essentially forecasts, of the possible results of given courses of action: e.g., "What would be the effect of an early release program?" or, "What would be the effect of accepting low IQ recruits?"

---

30 Which one of the following comes first?

a. Establishment of primary objectives

b. Establishment of budgeting objectives

c. Definition of activities

d. Forecasting

e. Preparation

f. Deployment

31 The techniques used in forecasting are:

1) The leader and his subordinates constantly gather information that pertains to their activities.

2) The leader evaluates trends in current activities to predict the situation that will exist at various times in the future.

3) The leader develops contingency plans for implementation in response to arising emergencies.

---

32 Select the one paragraph that correctly states or exemplifies techniques for forecasting.

a. A midshipman is put in charge of providing box lunches for a day trip to be taken by the Academy Glee Club. He makes an estimate of how many lunches will be needed, and plans to order them from the midshipmen mess officer several days before the trip.

b. The leader and his subordinates constantly gather data that pertains to their activities, they evaluate trends to predict future requirements, and they develop contingency plans for implementation in response to arising emergencies.

c. The leader reviews reports of activities carried out previously to determine past requirements. He determines the average annual increase required to accomplish a similar mission and uses this to predict his needs.

33 Select from the following the two phrases which correctly describe forecasting.

a. Estimating the future effects of current events

b. That phase of planning which bridges the gap between programing and budgeting

c. That phase of planning which occurs before the receipt of a specific mission or the formulation of primary objectives

d. Estimating required activities to accomplish specific objectives

e. Determining current events from primary objectives projected over a 10- to 15-year period

---

34 Which of these paragraphs illustrates the three techniques listed in frame 31?

a. The adjutant of a Marine Battalion continuously screens the records of personnel in his organization. He determines their qualifications and how long they will be with him. He determines which require additional schooling to complete their military occupational specialty preparation and which ones must be trained through on-the-job experience. He determines his replacement requirements and takes into account emergency requirements in the event that contingency plans of action are needed. He continues this process with all newly assigned personnel.

b. The Commanding Officer of a submarine foresees that a situation could arise in which the boat is cruising on the surface, and the radar and observers do not detect an enemy aircraft at the earliest possible moment. The CO determined that the boat would have to be completely submerged within 45 seconds. With this goal in mind, he devises an operational plan and conducts practices to achieve the precision required.

35 The second phase of planning is estimating. Making an estimate of the situation before deciding the course of action to be followed is a frequent requirement for the leader when planning. The estimating phase of planning begins with the designation of mission. Estimating is specific and is aimed at the solution of a particular problem. The estimate itself is a logical and analytical approach to the solution of a problem.

In estimating, a leader must perform the following steps.

1) Define the problem, or clarify the mission.

> LCDR Morse, department head aboard a carrier, wishes to comply with the Commanding Officer's directive to improve advancement for the enlisted men. Morse studies the record of the past year's advancements in his department and finds that there have been very few for his men. Upon further study of the situation, he determines that one of the main causes of the lack of advancement is the lack of adequate counseling from petty officers regarding procedures to be followed, opportunities available, etc.

2) Gather and analyze the facts that have a bearing on the accomplishment of the desired objectives.

> LCDR Morse analyzes the counseling sources at his disposal (among his petty officers) and tries to establish whether the problem lies in the fact that the petty officers have been remiss in their counseling duties, whether the enlisted men have for some reason lacked sufficient motivation, or whether some other factor, such as high turnover, emergency conditions, has adversely affected advancements.

3) Develop possible courses of action.

LCDR Morse outlines several alternative ways in which his department could cope with the problem, given the facilities and staff at its disposal. His alternatives include assigning special petty officers the duty of counseling for advancement in each rating, and participating in a shipwide counseling program which has proved successful on other ships.

4) Analyze and compare various possible courses of action.

LCDR Morse analyzes and compares the possible courses of action open to his department, and it becomes apparent that since his petty officer staff is already overloaded with duties, participation in a shipwide program seems more desirable.

5) Decide on the best course of action.

LCDR Morse decides that the best course of action would be to participate in a shipwide training and counseling program to improve the advancement in rating program.

36 A staff operations officer must plan an anti-submarine warfare (ASW) exercise to test application of new equipment. He follows a formal procedure for determining optimum ship/plane/submarine usage.

Choose the paragraph which correctly describes the five basic actions of estimating in this case.

a. The Operations Officer contacts by radio-telephone commanders in his area who have ships of the type required for the mission and asks them to participate in his test. He coordinates the logistic support required and assembles the necessary equipment for the test. He then estimates how long the test will take and recommends to his commander a time 10% over actual needs to allow for contingencies.

b. The Operations Officer obtains a ship schedule to determine the types and number available for the exercise. He determines that each type of ship needed will become available in 3 months. He also learns from his analysis that a similar mix of ships will occur 30 days hence, but with a less desirable type of submarine than the one available later. He determines that it is extremely important to get the equipment out to the fleet as soon as possible and therefore recommends to his commander the second option.

37 Select the phrase which specifies when the estimating phase of planning begins.

a. With the specification of the primary objectives

b. With the designation of the mission

c. With the planning of possible missions

---

38 Now choose the one which describes the five basic actions involved in estimating.

a. Define the problem or clarify the mission; gather and analyze the facts; develop possible courses of action; analyze and compare various possible courses of action; decide on the best course of action

b. Determination of personnel available; determination of facilities available; establishment of equipment requirements; prediction of enemy activities; selection of best possible combination of forces to accomplish mission

---

39 The third phase of planning is plan preparation. Refer to the illustration on the following page to answer this question.

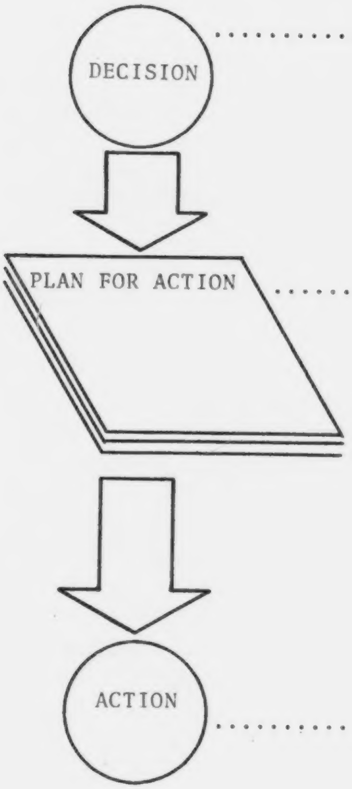
Plan preparation is which one of the following?

a. The decision to take action

b. The action taken to meet objectives

c. The process by which a decision is translated into action

PLAN PREPARATION .... The means by which a decision is translated into action



DECISION .... To transport the Brigade to Philadelphia for the Army/Navy game

PLAN FOR ACTION .... Ascertain number of midshipmen attending
Order buses
Draw up seating lists
Establish and contact food/rest stop on the way
Provide emergency medical facilities and supplies
Establish pick up and delivery points

ACTION .... The Brigade is transported to Philadelphia by bus on the appointed day

40 Here is an operational definition of plan preparation: "The means by which a leader outlines a solution that will enable subordinates to discriminate the appropriate response they must make in order to implement his decision."

Every plan must answer these questions:

1) The "who" question
2) The "what" question
3) The "when" question
4) The "where" question
5) The "why" question

Every plan must be published. When completed and approved, it is published as an order for execution, or as a plan with the potential of becoming a future order.

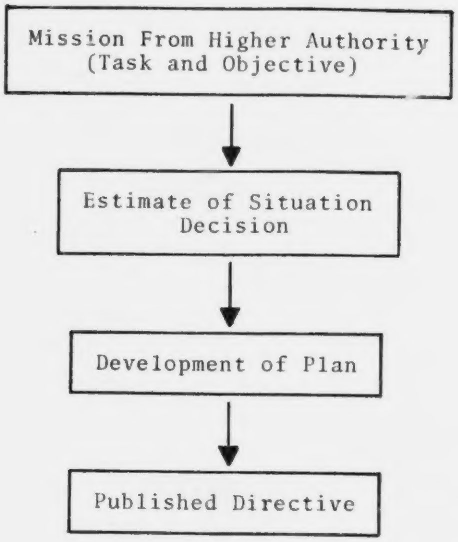
41 From the following statements, select the one which gives the operational definition and correctly identifies the specific questions answered in the plan.

a. Plan preparation is the group of decisions required once the five questions, "which group," "how many," "how long," "what equipment," and "which personnel" are answered. The plan is published for appropriate personnel.

b. Plan preparation is an activity that enables a leader to answer for his subordinates their questions of "who," "what, " "when," "where," and "why."

c. Plan preparation is the means used by a leader to outline solutions so that subordinates can discriminate responses for implementing his decision. It always answers the questions, "who," "what," "when," "where," and "why." The plan is published as an order for execution, or as a plan that might become an order at some future time.

42 The planning sequence in a military operation is depicted graphically as follows:


Mission From Higher Authority (Task and Objective)
Estimate of Situation Decision
Development of Plan
Published Directive

ROLE OF THE LEADER IN PLANNING

Forecasting	All leaders must continually look to the future and plan those activities over which they will have direct control.
Estimating	Upon receipt of a mission from a higher authority, the military leader analyzes the mission to determine his tasks and objectives. The leader estimates the situation, reviewing all contingencies, and decides on a course of action that will efficiently and effectively accomplish the mission.
Plan Preparation	To carry out his decision, the leader develops and publishes a plan, coordinating all objectives with necessary echelons.

43 Match the term with the definition(s).

a. Forecasting
b. Estimating
c. Plan preparation

1) The phase of planning that begins with the designation of a mission
2) The process of determining a course of action that will be followed to accomplish the mission
3) The means by which a decision is translated into action
4) The phase of planning that occurs before the receipt of a specific mission

---

44 LT Quinn is told by the CO that the ship is to be modified for a new type of replenishment gear. The lieutenant had anticipated such a modification and has already ordered and received manuals on the new equipment. He now must prepare a revised underway replenishment bill.

Which of the following describes the appropriate planning sequence to be followed by LT Quinn?

a. LT Quinn must now forecast, estimate, and prepare the revised replenishment bill.

b. LT Quinn has already forecast the use of the new equipment. He must now make an estimate and prepare the revised replenishment bill.

SUMMARY: You have now learned the difference between long-range and short-range plans, and the steps followed in planning. The amount of time that leaders at various levels spend in planning was also discussed. These concepts will help you to plan efficiently and successfully the military operations for which you will be responsible as a naval officer.

This is the end of Part Five, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment IV
Planning

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

PLANNING

PROGRESS CHECK

Question 1.

Planning may be defined as:

a. The selection, from several alternatives, of future action

b. The function by which a leader determines (within the area of his authority) what objectives are to be accomplished and how and when they will be reached

c. The means by which the organization is guided from the present into the future in order to accomplish a mission or objective

d. All of the above

Question 2.

Which of the following statements indicates the relationship of planning, programing, and budgeting?

a. Planning is forecasting needs, whereas programing is the allocation of monies budgeted. Budgeting is the actual obligation of funds against the planned programs.

b. Budgeting is dependent upon the amount of time allocated to planning and the resources actually programed.

c. Before any planning can be accomplished, a budgeted program must be approved and implemented.

d. Planning determines force and support level objectives and requirements; programing translates these requirements into resources; and budgeting expresses the programed requirements in financial terms for funding.

Question 3.

1. MIDN 1/c Peterson was directed to plan the entertainment for a group of 30 young ladies visiting the Academy from a girls' college. In order to be prepared for all possible contingencies, he set out to prepare an exhaustive list of activities covering all possible choices of entertainment as his first mission objective. Secondly, he prepared a statistical breakdown of all numerical combinations these choices might result in. From the predictive data he concluded that 15 girls will want to go on a moonlight YP cruise, 10 girls will choose to see a musical club show, and 5 girls will choose to attend a sporting event. Accordingly, he ordered 15 box lunches for the YP cruise, and purchased show tickets and sports events tickets in advance for 10 and 5 girls, respectively. He was confused and embarrassed when 18 girls chose the sports event and 10 chose the cruise, with 2 girls not showing up at all.

2. MIDN 1/c Owens was required to plan a Saturday afternoon YP cruise in which each midshipman participating would invite a young lady guest. He invited LT and Mrs. Watson as chaperons. Since the funds he had collected were very limited, he chose to budget the cost of the affair closely by visiting several Annapolis food caterers and obtaining a rock-bottom price for prepared lunches. On the Saturday in question he spent most of the day procuring the food and arrived at the boat, bearing the lunches, just 10 minutes before departure time. All of the crew and the guests were assembled, ready to go, but, unfortunately, Owens had been away from the Academy all day and had not made a final check with LT Watson. LT Watson had failed to make a note of the YP cruise and planned an out-of-town weekend. When Owens called LT Watson's quarters there was no answer. The cruise was cancelled and the party ate the lunches alongside the pier.

Select the statement which correctly assesses the planning described above.

a. In both incident 1 and incident 2, the problem resulted from overplanning.

b. In incident 1 the problem resulted from overplanning; in incident 2 the problem resulted from underplanning.

c. In both incident 1 and incident 2 the problem resulted from underplanning.

d. In both incident 1 and incident 2, the problem resulted from neither underplanning nor overplanning.

Question 4.

LTJG Thompson and LT Belt are presidents of the local base PTAs for the grammar school and junior high school, respectively. The problems that both presidents inherited are similar and involve a general apathy on the part of both teachers and parents toward the PTA. The Base Commander had a talk with both officers and informed them that it was his objective to improve the base schools, put them back on the right track, and at the same time gain the enthusiastic support of the parents. The PTA presidents began making the following plans:

> Mr. Thompson organized an extensive publicity campaign, obtained the names of all families with children in the first through sixth grades, programed interesting guest speakers on topical educational subjects and generally "beat the drum" through the school channels as well as the parents' channels to rejuvenate the grammar school PTA.
>
> Mr. Belt checked the list of families with children in junior high and found that 50% of them would be leaving in one year and that about the same number with children in grammar school would be junior high parents next year. In an effort to meet the objective set by the Base Commander, he published a "flyer" for each student to take home outlining the ideas of the Base Commander. LT Belt's major efforts were directed toward planning for the new parents who were being indoctrinated by Mr. Thompson to get the junior high PTA "off the ground" next year.

How would you classify this planning?

a. Both short range

b. LTJG Thompson's short--LT Belt's long

c. Neither long range

d. LT Belt's short--LTJG Thompson's long

Question 5.

LTJG Linton takes over as deck division officer on an LPH. He is given a budget of $50.00 per quarter for such supplies as hand tools, cleaning gear, office supplies, etc. On his relieving inspection, Mr. Linton discovers that about $150 worth of supplies are needed. Which program should he use to bring his supplies up to his allowance?

a. Buy all the office supplies he needs the first quarter, then replenish the tools and cleaning gear the second and third quarters, respectively.

b. Requisition all the tools he needs first, then add the office and cleaning supplies as the money becomes available.

c. Arbitrarily order $50.00 worth of the needed supplies each quarter.

d. Determine which of the supplies are needed most critically, order them first, and get the rest during succeeding quarters.

Question 6.

Leaders at various organizational levels spend varying amounts of time at the planning function. Also leaders at every level spend varying amounts of planning time for projects according to the time-phase of that project. For instance, a Vice Admiral generally spends 5% of his time planning current operations, but spends a full 40% of his time planning for operations six months in the future, and 10% of his time planning for five years in the future.

Select the statement below which correctly shows the amounts of time spent by a department head, aboard ship, and his leading CPO planning current operations and operations six months in the future.

		Current Operations	6 Months Ahead
a.	Dept. Head	80%	5%
	Leading Chief	50%	15%
b.	Dept. Head	50%	5%
	Leading Chief	80%	15%
c.	Dept. Head	50%	15%
	Leading Chief	80%	5%
d.	Dept. Head	5%	80%
	Leading Chief	15%	50%

Question 7.

The total amount of duty time devoted to planning varies according to the leader's level in the organization. The Captain of a ship directs that plans be developed: (1) to improve first term reenlistments of personnel currently on board; and (2) to prepare for emergency disaster on the ship at sea and in port.

At what level in the ship organization would these plans be developed?

a. CPO level

b. Department level

c. Division level

d. Executive Officer level

Question 8.

Marine CAPT Flowers, operating his artillery battery 15 miles south of Phu Bai, had to make daily ammunition runs into Phu Bai to keep his ammunition dump stocked with enough rounds to provide the infantry units with continuous fire support. The road to Phu Bai was hazardous and contained approximately 5 critical bridges. Harassment by the VC of bridge security units was increasing. Current intelligence reports indicated that several bridges were to be destroyed shortly. Flowers decided to build a large ammunition dump to stock a 5-day supply of ammunition in event any of the critical bridges to Phu Bai were destroyed.

Select the technique of forecasting used by CAPT Flowers in this situation.

a. CAPT Flowers had not exercised proper forecasting technique earlier in his planning.

b. CAPT Flowers was estimating the future effects of current events or situations.

c. CAPT Flowers was planning before he received a specific mission or had formulated his primary objective--this was long-range planning.

d. Both a and c above

Question 9.

MIDN 1/c Morrow is in complete charge of producing a Musical Club Show. He has to select an appropriate script, recruit a cast, arrange for rehearsal times, obtain tickets and plan their sale, recruit a stage crew, line up an orchestra, and arrange for construction of a set. All this must be carried out within a budget prescribed by his estimated ticket sales.

Select the paragraph which correctly describes the five basic actions of estimating which MIDN Morrow must carry out.

a. Estimating begins with facts. Once they are assembled, the best course of action is chosen by compilation and consideration of all available data. Estimating is a generalized function as compared to the specific aspects of selecting the final course of action.

b. Estimating begins with the course of action. Only after making a decision as to basically what course is to be followed, can effective estimates of the ramifications of such a course be interpolated. Midway in this process, of course, will be the interjection of the data basis of facts. The final functional portion of the process is an analysis and comparison.

c. Estimating begins with a clarification of the problem. Next the facts are carefully compiled and all those that have a bearing on the mission objective are carefully noted. Following this, all possible courses of action are designated, and an analysis and comparison of all these courses is made. The final step is to decide on the best course of action.

d. Estimating begins with an analysis of the possible courses of action. Coupled with this analysis is a consideration of the facts. The next step is a clarification of the mission so that an analysis and comparison of the mission objective can be made in terms of all available data.

Question 10.

Refer to the situation described in Question 9 in which MIDN Morrow is planning a Musical Club Show.

Select the correct sequence of planning which MIDN Morrow must follow in order to properly plan the show.

a. Estimate of the situation, reviewing all contingencies; development of a plan, coordinating all objectives; receipt of directive for mission from higher authority; issuance of directive to subordinates.

b. Receipt of mission directive from higher authority followed by analysis to determine tasks and objectives; estimate of the situation, reviewing all contingencies followed by decision on course of action to accomplish mission; develop a plan, coordinating all objectives with necessary echelons.

c. Receipt of a mission directive from higher authority; development of a plan, coordinating of all objectives; estimate of the situation, reviewing all contingencies; issuance of a directive to subordinates.

d. None of the above

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PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT IV

REMEDIATION TEXT Linear Text (HLT)

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1 - 4
2	d	Pages 14 - 17
3	b	Pages 7 - 10
4	b	Pages 11 - 13
5	d	Pages 14 - 17
6	c	Pages 18 - 20
7	d	Pages 18 - 20
8	b	Pages 21 - 27
9	c	Pages 24 - 27
10	b	Pages 24 - 28
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment V
Organizing: Principles and Process

Linear Text
(HLT)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

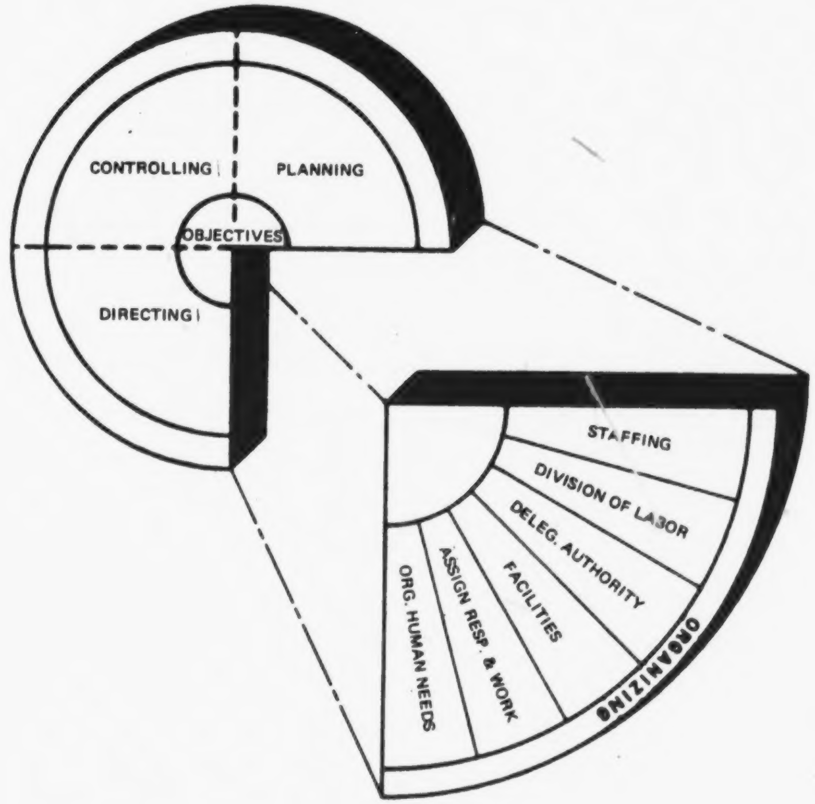
> *"The principles, however convenient as a shorthand method of thinking, are only guides in action. If they become rules--rigid--they lose their utility. There must be continuous machinery for working out new principles and applying existing principles to cases."*
>
> *L. Urwick*

A leader must understand and be able to utilize the principles of organization to be an effective manager. He must be able to use the five basic principles of organizing to correct any organizational deficiency. The purpose of organizing and the design and use of the principles of span of control, delegation of authority, and the grouping of tasks will be studied to show the process by which military management uses these to develop a sound organization.

The material in this segment and segment VI will be presented in the Linear Text format which you have used in segment IV and in earlier segments of the course.

ORGANIZING: PRINCIPLES AND PROCESS

OVERVIEW: Organizing is related to the management activities of planning, directing, and controlling as shown in the diagram of the management wheel below. In this segment, you will learn the principles of organizing and a process that will guide you in organizing personnel and tasks.


CONTROLLING
PLANNING
OBJECTIVES
DIRECTING
STAFFING
DIVISION OF LABOR
DELEG. AUTHORITY
FACILITIES
ASSIGN RESP. & WORK
ORG. HUMAN NEEDS
ORGANIZING

1 A midshipman can organize portions of his daily schedule on an individual basis. But the purpose of organizing for military management is related to the organization rather than to the individual.

On an organizational level, there are two basic purposes for organizing:

1) To facilitate the accomplishment of a particular goal or objective which, due to its complexity, requires a division of work and responsibility

2) To provide a means of coordination by obtaining the most advantageous mixture of component relationships

2 Now select from the following statements the one which summarizes correctly the purpose for organizing.

a. Accomplishment of an objective which is complex, or one which has several interdependent relationships, requires a division of work and responsibility with the most advantageous mixture of component relationships.

b. Organizing is required at the level of highest authority because the accomplishment of intermediate objectives is possible only through careful planning of primary objectives and passing the plans down through the chain of command.

3 These two basic purposes of organizing are more essential to the military since no other organizations must confront the complex duties of peacetime defense and war. To accomplish this, the Army, Navy, Marine Corps, Air Force, and Coast Guard must coordinate their tasks in an efficient, adaptable manner in order to react rapidly and effectively. Only organizing can ensure that these diverse capabilities will merge, at all levels, in the achievement of their common goals.

4 Select the one statement that describes the importance of organizing to military management.

a. Organizing is essential to military management because it expands the individual's role, which in turn aids the accomplishment of the military's primary objectives.

b. Organizing is essential to military management because only organizing can ensure that the diverse capabilities of the military will merge, at all levels, in the achievement of their common goals.

5 There are five basic principles or characteristics of organizing relative to any organization. These five principles are:

1) Scalar Principle
2) Unity of Command
3) Span of Control
4) Delegation of Authority (Decentralization)
5) Levels of Authority

Each in its own way influences the process of establishing an organization and carrying out its primary objectives. Now we will discuss these principles one at a time.

---

6 Before one begins organizing, one must ensure that clear lines of authority running from the top to the bottom of an organization have been established. This is known as the scalar principle.

7 Unity of Command

CHARACTERISTICS	EXAMPLES
No one in the organization should report to more than one line supervisor.	The custodian for classified documents can be responsible to only one individual officer for the proper handling, storage, and control of these documents.
Everyone in the organization should know to whom he reports, and who reports to him.	A shore patrol officer in a foreign port must know to whom he reports and which personnel will be under his direct control.
Dual subordination, to be implemented judiciously, is possible only if each responsibility is clearly defined.	A cook, who during general quarters is an ammunition passer, is subordinate to the Weapons Officer rather than the Supply Officer during general quarters.

8 The first principle of organizing is the scalar principle. Both this principle and the unity of command principle serve to eliminate confusion.

Match the characteristics of unity of command listed below with the appropriate example.

a. Everyone in the organization should know to whom he reports, and who reports to him.

b. No one in the organization should report to more than one line supervisor.

c. The concept of dual subordination, to be implemented judiciously, is possible if each responsibility is clearly defined.

1) One officer in charge and responsible for the entire Brigade's meals.

2) A cook, who during general quarters is an ammunition passer, is subordinate to the Gunnery Officer rather than the Supply Officer during general quarters.

3) A shore patrol officer in a foreign port must know to whom he reports and which personnel will be under his direct control.

4) The custodian for classified documents can be responsible to only one individual officer for the proper handling, storage, and control of these documents.

9 Dual subordination occurs when an individual has two immediate superiors. The subordinate's responsibilities to each immediate superior must be clearly defined. As a rule, dual subordination is resorted to only when no other procedure can be used effectively.

The following is an example of dual subordination.

> LTJG Markel is the Division Officer of the Engineering Department aboard the frigate, USS Mitchell. Frequently LTJG Markel is assigned duty as the JOOW. When serving in this capacity, Markel is subordinate to the OOD. There is no question in LTJG Markel's mind about to whom he reports, or to whom he directs questions regarding the execution of these dual functions.

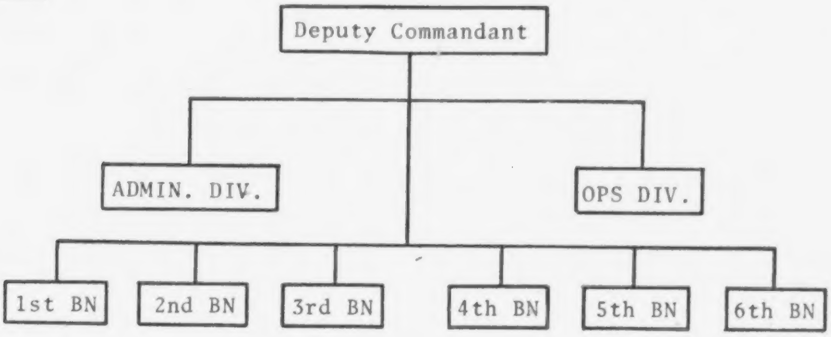
---

10 Select the example which illustrates how the concept of dual subordination has been judiciously implemented.

a. LTJG Libby is serving in the Operations Department aboard the aircraft carrier, USS Enterprise. Before he submits his new training schedule to the head of his department, the Head of the Air Department instructs him to make some major revisions.

b. Battalion corpsmen were assigned to the Headquarters Battery for military and administrative functions. The chief corpsman was made directly responsible to the Commanding Officer for non-routine medical functions and to the Battalion Executive Officer for day-to-day technical control.

11


Deputy Commandant
ADMIN. DIV.
OPS DIV.
1st BN
2nd BN
3rd BN
4th BN
5th BN
6th BN

12 The battalion officers are responsible to the Deputy Commandant for the supervision and coordination of all matters affecting

1) Morale
2) Discipline
3) Welfare
4) Military training

within their respective assigned midshipman organizations.

Refer to the chart, if necessary, to answer the following questions.

a. Does unity of command exist for the supervision and coordination of the four factors listed above? (Yes or No)

b. To whom would the battalion officer report on the status of morale and welfare?

13 Span of Control

The third principle of organizing, span of control, refers to the number of immediate subordinates that one supervisor can effectively supervise. In most cases, leaders are limited in the number of men they can control directly. A generalization regarding span of control is: As the number of subordinates increases arithmetically, the number of relationships increases by geometric progression. This is illustrated in frames 14 and 16.

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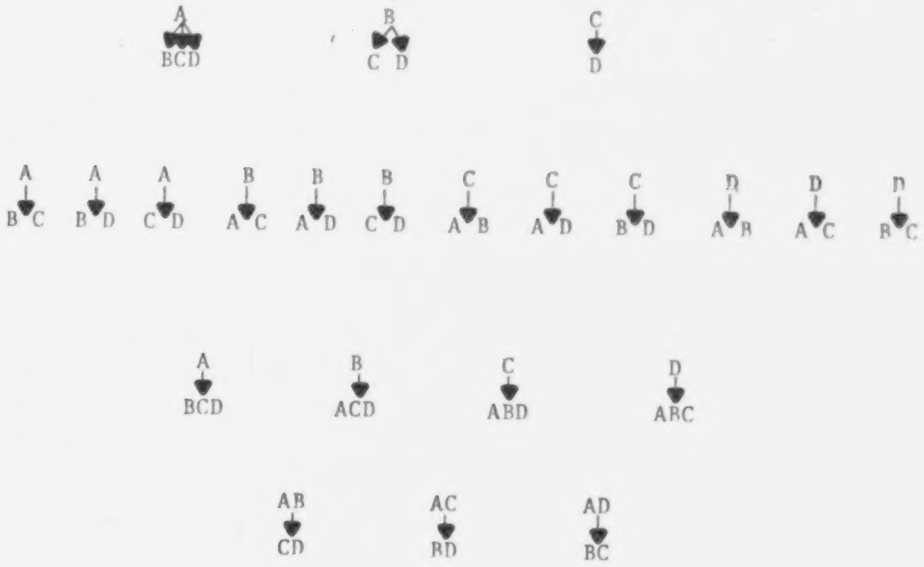
14 In a four-man group there are 25 possible interactions. The diagram below shows each of these by the shaft of the arrow.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A B
D
A C
D
B C
A
BCD
B
ACD
C
ABD
D
ABC
AB
CD
AC
BD
AD
BC

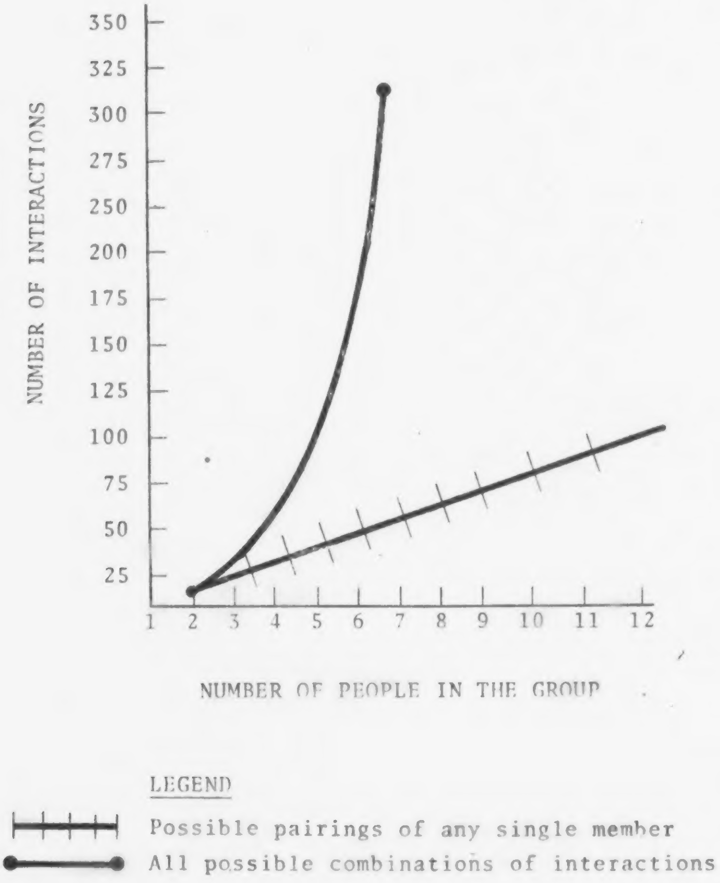
15 Identify from the following choices the one statement which illustrates the general rule of span of control.

a. A leader/manager's span of control should be the same as the span of control being exercised by his subordinates in the organization.

b. A leader/manager is provided with the number of subordinates required for meeting his objectives and in direct ratio to his superior's level of command.

c. As a leader/manager's number of subordinates increases arithmetically, the number of relationships increases by geometric progression.

16 For a six-man group, there are 301 possible interactions as the following graph shows:



17 The following chart contains the generally accepted criteria for determining span of control.

CRITERIA	SPAN OF CONTROL EXAMPLES
Diversity and the number of tasks:	
Routine, repetive, or similar tasks tend to broaden span of control.	The varsity coaches at the Naval Academy report directly to the Director of Athletics. His span of control is 23.
Complex tasks characterized by a higher degree of interaction tend to narrow span of control.	Academic division directors at the Naval Academy report through an academic dean to the Superintendent.
The physical distance between a superior and his subordinates	A Marine rifle platoon provides security for a Corps display 50 miles from the base. Company Commander's ability to control any additional units which might be assigned him is now limited by the physical distance factor.
The time which a supervisor has available	A communications officer with additional duties as the electronic warfare officer, publications officer, crypto officer, and savings bond officer will have little time to devote to his primary duties.
The training and experience of both the supervisor and his subordinates	After deployment in the Western Pacific, the department heads of the USS Aspro were experienced enough to allow the XO to reduce his span of control by delegating more authority to the department heads.

18 One important criterion for determining span of control is the diversity and number of tasks under a leader's control. Routine, repetitive, or similar tasks tend to broaden span of control, while complex tasks characterized by a higher degree of interaction tend to narrow span of control.

From the following list select the three other determinants of span of control.

a. The material resources which a supervisor has available for meeting his objectives

b. The physical distance between a superior and his subordinates

c. The confidence that subordinates have in their superior

d. The time which a superior has available for supervision

e. The training and experience of both the supervisor and his subordinates

---

19 Span of control is seldom uniform throughout an organization.

20 On the basis of what you have learned about span of control, which paragraph illustrates a workable span of control for the leader?

a. While on a training exercise, a Marine gunnery sergeant in charge of 20 trained men was assigned the task of setting up tents for the battalion.

(Adapted from Hays & Thomas, p.120)

b. While on a field exercise, a Marine gunnery sergeant was placed in charge of 20 trained men who performed duties related to fire direction, survey, intelligence, supply, transportation and personnel in a field artillery battalion headquarters.

(Adapted from Hays & Thomas, p.120)

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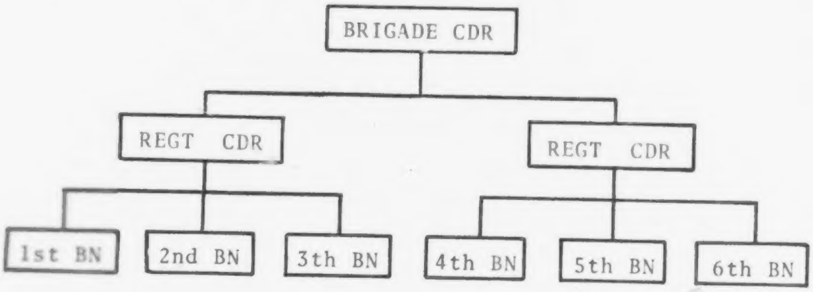
21 Two examples of span of control are shown in the chart below:



Span of Control

BRIGADE CDR - 2 REGIMENTAL CDR'S
EACH REGT CDR - 3 BATTALION CDR'S

22 Delegation of Authority (Decentralization)

One of the most difficult tasks, and one most necessary for a successful leader, is the appropriate delegation of authority. This is the concern of the fourth principle of organizing.

Delegation of specific grants of authority for specific duties makes it possible for a leader to cope with his responsibilities--which frequently are numerous, complex, and time-consuming. Delegation of authority permits subordinates to carry out their responsibilities with proper authority without diluting the overall responsibility of the leader.

---

23 What does delegation of specific grants of authority make possible?

a. A leader can narrow his span of control.

b. A leader can cope with his responsibilities.

c. Subordinates can increase their authority without diluting the overall responsibility of a leader.

---

24 Delegation of authority requires a leader to consider the risks and benefits involved in attempting to carry out a particular objective in terms of his own capabilities and those of his subordinates. It should permit development of the skills and capabilities of subordinates as well as those of the person delegating the authority.

25 Which of the following statements best summarizes the importance of delegation of authority?

a. Leaders must delegate their authority to subordinates in order to free their time for more important aspects of their job. Delegation of authority thus increases their span of control.

b. Delegation of authority means that individuals are given authority in keeping with their responsibilities. When a subordinate is made responsible for a task he is given the "power" he needs to do it and sufficient freedom to use his own initiative in its execution.

---

26 The amount of authority delegated may be determined by the delegator's self-confidence; the remoteness of the delegatee or unit from the central authority; the extent to which a leader is willing to accept risks; or the complexity of the assigned task.

---

27 On the basis of the determiners stated above, select the example that illustrates the proper amount of authority being delegated.

(Adapted from Hays & Thomas, p. 141)

a. The Marine platoon leader orders his squad leaders to "dig in" in a specified area. The squad leader directs each of his men to dig a foxhole in a particular location. Then he checks to see the holes are dug in that spot and makes corrections as required. The platoon leader checks to see that each squad is "dug in" where he has ordered.

b. The Marine platoon leader orders his platoon to "dig in" in a specified area. The platoon leader personally supervises the placement and digging of each foxhole as his squad leaders observe his techniques of supervision.

28 An incorrect evaluation of these determiners may result in underdelegation or overdelegation of authority. Underdelegation causes frustration and a stifling of creativity, which can be detrimental to motivation and morale. This may occur when a subordinate is not given enough freedom to act. Overdelegation, or giving away too much authority, may result when a superior who lacks self-confidence or who wants to pursue outside interests overdelegates authority in an attempt to avoid making decisions himself.

From the above discussion you may rightly infer that it is not possible to decide whether underdelegation is preferable to overdelegation.

---

29 Once authority is delegated, the leader holds the person to whom he delegated the authority responsible for accomplishing the task. Even though a leader has delegated authority to a subordinate and holds that subordinate responsible for the accomplishment of the task, the leader himself is in no way relieved of his own responsibility to those above him for proper accomplishment of the task.

---

30 Which statement is true concerning delegation of authority?

a. Delegation of authority relieves the leader of all responsibility.

b. Delegation of specific grants of authority relieves the leader of responsibility for the specified tasks.

c. No form of delegation relieves the leader of responsibility.

31 Levels of Authority

The fifth principle of organization is that the number of levels of authority should be kept at a minimum. The greater the number of levels, the longer the chain of command, and the longer it takes for instructions to travel down and for information to travel up and down within the organization.

---

32 Consider the following example of levels of authority:

> The results of a study conducted by Sears, Roebuck and Company indicated that a store having only three levels of authority (manager, assistant manager, and 30 department heads) had better sales volume, profit, morale, and lower-management competence than a comparable store which had an additional level of management interposed between the store manager and department heads. This finding was attributed to several factors, the principal one being that a manager having many subordinates reporting to him was forced to delegate important decision-making tasks to the subordinate managers. This improved the morale and performance of the subordinate managers and encouraged the manager to take greater care in selecting and training his subordinates and in controlling them objectively. Another factor cited was that by reducing the length of channels, communication between the manager and his subordinates was vastly improved.

---

33 Select the correct statement of the principle of levels of authority.

a. Levels of authority should be numerous so as to facilitate communication within the organization.

b. The number of levels of authority should be kept to a minimum.

c. The number of levels of authority should not exceed the number of officers within the organization.

5

34 In summary, the principles of organizing are:

1)	Scalar Principle	Clear lines of authority throughout organization.
2)	Unity of Command	Everyone in organization aware of the lines of authority and these lines are clearly established--everyone knows to whom he reports and who reports to him.
3)	Span of Control	Maintaining a manageable number of immediate subordinates one can effectively supervise--seldom uniform throughout organization.
4)	Delegation of Authority	Proper delegation permits subordinates to carry out their responsibilities with proper authority without diluting the overall responsibility of a superior.
5)	Levels of Authority	The number of levels of authority should be kept at a minimum.

35 Consider the following description of a poorly organized group. Then select the paragraph which corrects the deficiency based on the basic principles of organizing.

DESCRIPTION OF POOR ORGANIZATION: ENS Vargas, who is coach for the baseball team representing the Great Lakes Training Center, assigns one of the volunteers from each school to coach the players from that school. At combined practice he appoints four team coaches for batting, pitching, infield, and outfield. As a result, situations arise during combined practice in which the instructions of a school coach will be contradicted by the instructions of a team coach. Sometimes the schedule of the team outfield coach will conflict with the team batting coach's. The individual school coaches are directing 10 or more men playing different positions. The team coaches are often directing over 20. Drawing on the five basic principles of organizing, select the paragraph that corrects the deficiencies of organization in this example.

a. On the basis of span of control the number of coaches should be doubled. On the basis of unity of command each of the team coaches should be assigned responsibility for the team and coaches from an individual school. On the basis of dual subordination, the team outfield coach and the team batting coach should be made directly responsible to the individual school coaches.

b. The individual school coaches should be assigned responsibility for practice sessions only. On the basis of unity of command the team coaches should have sole responsibility for coaching during combined sessions. On the basis of delegation of authority and span of control, each individual coach should be a subordinate to the team coach of his specialty and should be delegated authority for carrying out the team coach's methods for a portion of the group.

36 With the principles of organizing in mind you can begin to understand the organizing process. The aim of the organizing process is to ensure that the organization will carry out most effectively the mission and the tasks of the command. To accomplish this, there must be a clear recognition and understanding among units of the command as to their individual duties, task responsibilities, authority, and organizational relationships.

---

37 The remaining frames in this segment will discuss the three steps in the organizing process:

1) Determine and list the tasks.
2) Group the tasks.
3) Provide leadership and resources.

---

38 The leader determines and lists the tasks by dividing the overall mission into specific tasks to be performed; by dividing large tasks into smaller, more manageable tasks; and by considering the personnel available who possess the prerequisite abilities, skills, and interests.

39 Which example best illustrates the first step in the organizing process, determining and listing the tasks:

a. While in drydock the Supply Officer must decide what repairs and changes must be made in his division. He may either send equipment to the shipyard to be repaired or utilize his own men. He decides the ship's dishwasher is in need of overhaul, but he has no qualified personnel to accomplish the task. Rather than experience a delay, he assigns his storekeeper the task.

b. In organizing the Midshipman Glee Club, the Professor of Music first determines and lists the various tasks, such as, tenors, baritones, basses, accompanists, music arrangers, officer representative and funding for trips.

---

40 After the leader has determined and listed the tasks he should group them. Grouping entails a detailed breakdown of tasks and the determination of specific activities and the responsibilities of individuals who will perform the tasks. This is the second step in the organizing process.

---

41 Groups are constructed in order of importance, subordination, and expected time of completion. In addition, they are grouped into practical units of activities and arrayed so that the relative importance of each task can be seen from its position on the list.

42 Homogeneous tasks are also grouped together.

---

43 Homogeneous tasks are those which are alike, similar, or allied. People often limit their conception of homogeneous tasks to those which are alike. You must caution yourself against this error. On the surface, tasks may not seem to be homogeneous when, in fact, functionally they are closely related.

---

44 Returning again to our example of organization of the Glee Club, let us consider how the various tasks might be grouped--various types of voices, musical support functions and administrative functions.

From the following list select the two tasks that might be considered homogenous.

a. Selection of an accompanist
b. Selection of an officer representiative
c. Selection of a music arranger
d. Selection of the choir basses

45 Grouping homogeneous tasks together is a successful method of organizing personnel and other resources by isolating recurring similar requirements/problems. Various functions, dissimilar but related, can be grouped together to provide economy and effectiveness. By isolating these problems and requirements, it is also possible to develop skills and expertise needed to deal with them.

---

46 Isolating problems and requirements of a similar nature makes possible which one of the following?

a. Establishment of an efficient cost analysis program

b. Development of skills and expertise needed to deal with the problems

c. Decrease of superior's control

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47 Homogeneity of tasks makes it possible to select manpower possessing the requisite intelligence and expertise for a given job.

---

48 Now select the group which is not homogeneous.

a. Routine maintenance on electronic equipment
Renewing the deck tile in the radio transmitter room
Updating the CIC's navigational charts

b. Installing electronics field change kits
Conducting routine PM's on the bridge and CIC radio/telephone units
Aligning search radar antennas

49 After the leader has determined, listed, and grouped the tasks, he must provide leadership and resources.

50 In providing leadership and resources, the leader should first select qualified leaders, delegating to them appropriate authority, to be in charge of a specified group of tasks. Second, he should provide the men and equipment necessary to do the job.

51 The following example illustrates this last step in the organizing process, providing leadership and resources:

> LTJG Fletcher, the Electronics Repair Officer aboard a destroyer, has determined the tasks to be accomplished by his men during the ship's overhaul. He summons his senior electronics technician to his stateroom to inform him of his duties and authority during the overhaul. ET Reynolds is charged with the overhaul of the radio receivers, and all necessary repairs on the radar repeaters. LTJG Fletcher assures Reynolds that five men and all the appropriate testing equipment will be available to him.

52 Select the statement which correctly describes the last step in the organizing process:

a. The leader should delegate authority to a qualified man, thereby relieving himself of responsibility, and then instruct the man to assemble the necessary resources for the job.

b. The leader should select a qualified leader, define the task, delegate him appropriate authority to be in charge of a specified group of tasks and provide him with the necessary resources.

53 Enough men and equipment must be made available in the right place at the right time to accomplish the mission.

Let us continue our example of the Glee Club. The Professor of Music, as overall director of the Glee Club, would probably select a qualified leader to head up the various voice sections (for preliminary rehearsals). He would also designate individuals to be in charge of musical support and administrative tasks. He would provide top-most leadership in Glee Club full rehearsals and concerts.

---

54 Select from the following lists the group that identifies the steps in the organizing process.

a. 1) Unity of Command
   2) Span of Control
   3) Provide Leadership and Resources

b. 1) Determine and List the Tasks
   2) Delegate Authority
   3) Provide Leadership and Resources

c. 1) Determine and List the Tasks
   2) Group the Tasks
   3) Provide Leadership and Resources

---

55 The steps followed in the organizing process should also be followed in the reorganizing task.

In the military service, an officer only rarely will encounter a siutation wherein a "brand new" organization is being created. However, he will often be given an assignment involving the "reorganization" of an existing unit.

56 The junior officer should be aware that many problems in his unit (low morale, undue number of requests for transfer, low reenlistment rate, etc.) can frequently be traced to faulty organization.

Which of the following may indicate to the new leader a need for reorganization?

a. Taking over a unit whose previous leader was a strict disciplinarian

b. Being assigned to a unit in which the individual members are more highly technically qualified than the leader

c. Being assigned to lead a division that has had a zero first term reenlistment rate the past year

d. Taking over a unit that has had no office hours or courts martial the past 6 months.

---

57 It is also well to keep in mind the hazards to be found in organizing.

a. Avoid having too many levels of authority

b. Where possible eliminate dual subordination, reporting to more than one superior.

c. Avoid having too many individuals reporting to one leader

d. A one over one (leader and assistant, director and deputy, commander and vice commander, President and Vice President) is not altogether bad, but it has its risks.

58 Where there are too many levels of authority, downward communications are often garbled by the time they reach the bottom, if they make it at all. Likewise, information moving upward is slowed down by organizational barriers, thus delaying top-level decisions which should be made quickly. In addition, having too many levels of authority can be extremely costly in terms of the personnel needed.

---

59 Dual subordination has so many drawbacks that it should be avoided if at all possible. An individual reporting to more than one superior often is confronted with conflicting orders and confusion over priority of assignments. Further, there may be no one superior responsible for his training, development or promotion. If a dual subordination situation must exist, however, it is better that an individual's assignment to more than one superior be on a time basis, whereby he works certain hours or days for one superior, and different times for another superior. Dual subordination is more characteristic of small organizations than of large ones.

60 On board ship the Communications Officer, LT Rivers, who reports to the Operations Officer, is given additional duty as the ship's Education and Training Officer. The Commanding Officer should establish guidelines for handling this dual subordination situation. The best guideline would be:

a. The Executive Officer and the Operations Officer will both assign work to LT Rivers, as determined by their own work loads.

b. LT Rivers will be instructed to report at specified times to the Executive Officer to act as the Education and Training Officer, and will be available at all other times to the Operations Officer.

c. LT Rivers will determine for himself how much time to spend on each assignment.

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61 A one over one organization is not unworkable as long as the leader is sensitive to its risks. His assistant can become too powerful and serve as a barrier between the leader and lower echelon workers. Or if the leader fails to assign responsibility for enough tasks to his assistant, the latter may serve only as a messenger boy rather than make a true contribution to lightening the leader's workload.

---

62 A one over one arrangement does work if the workload is divided between the leader and his assistant such that each knows precisely what tasks each one handles. Also, they must keep each other informed on a daily basis.

SUMMARY: In this segment you have learned the purposes of organizing, the five principles of organizing and the three basic steps in the organizing process.

This is the end of Part Five, Segment V.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment V
Organizing: Principles and Process

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

ORGANIZING: PRINCIPLES AND PROCESS

PROGRESS CHECK

Question 1.

Select the statement which best discusses the importance of organizing to military management.

a. Organizing is important to military management because it results in the planning of all contingencies in the structuring of authority, thereby permitting the achievement of the task in the most expeditious manner.

b. Organizing is important to military management because only organizing can ensure that the diverse capabilities of the military will merge, at all levels, in the achievement of their common goals.

c. Organizing is important to military management because it produces an advantageous mixture of authority and reduces the requirement for coordination.

d. Complex organizing is of paramount importance to military management because mission accomplishment cannot be achieved unless clear distinctions are drawn between goals and objectives.

Question 2.

When LT Perrick reported to his assigned section on his first shore duty tour, he expected to take over a well established, efficiently functioning organization. What he found was something else. The organization chart showed that the section had to report to two separate offices and that each office had to be contacted for permission to proceed on particular section projects. The section had been organized into many subsections for what appeared to be no reason other than to give a senior petty officer a title. Similar administrative functions were being performed by each subsection, progress reports were not standardized, and each petty officer heading a subsection had no authority, at least in writing, to take any action without the permission of the officer-in-charge.

Select the statement which indicates the best course of action for LT Perrick to take in reorganizing his section.

a. First LT Perrick should request that his section be subordinated to only one office. Next he should work at his section organization with the objective of decreasing his own span of control, grouping like tasks, and delegating specific authority to his subsection chiefs.

b. The first and most important problem is that LT Perrick must report to two separate bosses. Once this problem is corrected, the other minor problems within the section will take care of themselves.

c. There is obviously a span of control problem on the base. LT Perrick should recommend to the Base Commander that Perrick's section report to one office only to solve this problem. Additionally, LT Perrick needs to give his subsection chiefs some specific authority to take action. This would solve the other internal problems of the section.

d. LT Perrick should recommend in writing to the Base Commander that a committee be formed to look into the feasibility of doing away with the section to which he has been assigned. The problem facing LT Perrick obviously extends beyond his own section.

Question 3.

LT Phydeaux, stationed at an inland naval ammunition depot, had 15 subsections under his department. As part of a special report from the depot required by DOD, Phydeaux's department was tasked with preparing a major input. The report was a crash project, so Phydeaux called a quick meeting, requiring attendance by the 15 subsection leaders. Phydeaux tried to assign a different aspect of the report to each of the 15 leaders, but because of the large number of assignments involved, he confused who should be responsible for what. Consequently, responsibility for the report was not adequately assigned and the subsection leaders were confused about their individual tasks. The deadline arrived but Phydeaux's portion of the report was not ready. He couldn't understand why.

What was the basic problem in this situation and how can it be prevented in the future?

a. The problem was caused by the subsection leaders' failure to insist on clear assignment of tasks before they left the meeting. To correct this, LT Phydeaux should insist that henceforth the leaders ask questions until any confusion is eliminated.

b. LT Phydeaux failed to outline in detail the specific requirements of each subsection leader; this problem arose because of improper span of control. Correction: he should combine similar subsections, thus reducing his span of control; then he can concentrate on giving coherent and detailed instructions to fewer subsection leaders.

c. LT Phydeaux did not himself understand what should go into his department's part of the report or he could have explained it better. Correction: LT Phydeaux should question his own superiors until he is sure that he understands his own assignment, so that he can properly assign his subordinates to the task.

d. The problem was a lack of understanding of the urgency of the situation. In the future, LT Phydeaux must stress the necessity of completing task requirements within the assigned time period; he should discipline subordinates who do not finish their work on time.

Question 4.

The Base Special Services Officer (SSO) assigned Marine CAPT Swann to be the Quantico Marines track coach. With this duty assignment also went the responsibility for organizing and conducting the annual Quantico Relays with approximately 50 schools, clubs, and service units participating. CAPT Swann soon discovered that there was more to being track coach than telling the team to "run faster." He was also responsible for supervising such matters as track maintenance, equipment procurement and control, budget accountability, publicity, officiating, visiting team housing and messing, plus the planning for the relays.

What would be the best way for the SSO to help CAPT Swann cope with his multiple tasks?

a. Review all of CAPT Swann's separate duties, decide which are the most important and tell him to concentrate on them only.

b. Reduce the span of control for CAPT Swann and evaluate the feasibility of setting up a special section to organize and conduct the relays.

c. The problem appears to be a lack of unity of command and too many levels of authority. The Base SSO should create a new position, Director of Track and Field, with two separate sections, Track Team and Quantico Relays.

d. Select five separate areas for CAPT Swann to supervise directly and provide assistance to him for the remainder.

Question 5.

LT Rambeau on the staff of the Operations Officer at COMPHIBPAC (Coronado, Calif.) was designated to attend a special scheduling conference of CINCPACFLT in Hawaii. As one of his duties at PHIBPAC, LT Rambeau had planned and submitted a schedule of amphibious ship rehabilitation. This schedule for the coming year had just recently been approved. LT Rambeau's instructions for the conference were rather vague and general from his Operations Officer--"Look out for our amphibious boys, and don't let those 'coconuts' overcommit us." However, the PHIBPAC Chief of Staff called the Operations Officer and LT Rambeau into his office before LT Rambeau departed and he issued some specific guidelines as to LT Rambeau's authority to make PHIBPAC commitments at the CINCPACFLT conference.

Which of the following statements best states the procedure for and amount of delegation of authority to be given to LT Rambeau in the situation above?

a. The Chief of Staff should prepare a memo for LT Rambeau stating that LT Rambeau has authority to take action on all matters affecting commitment of amphibious shipping.

b. The Chief of Staff should instruct LT Rambeau that he is not to make any commitments for amphibious shipping without first consulting PHIBPAC Operations Officer or himself.

c. The Chief of Staff should inform LT Rambeau that he has the authority to make routine commitments of shipping based on the current deployment and maintenance schedules but that any requests for ships that would jeopardize the rehab schedule should be referred to COMPHIBPAC for resolution.

d. The Chief of Staff should prepare a memo for LT Rambeau authorizing him to make commitments for LST type shipping only.

Question 6.

Select the situation in which the leader has best provided leadership and resources so as to accomplish the mission effectively.

a. LT Astor, the Weapons Officer, decided after a detailed inspection that the ASROC missile launcher required an overhaul. Normally the task requires two or three weeks work by at least two men. LT Astor assigned two experienced men and two inexperienced men to the job, allotting them 8 days to complete it. CPO Griffin, the man in charge, borrowed tools from the engineering department, and the men worked long hours, finishing the job in 11 days.

b. LT Leroy, the Operations Officer, decided that since the ship was not engaged in maneuvers, three of the ship's radar repeaters should be overhauled. He instructed his CPO to supervise the task. CPO Jones was given complete authority to act for the Operations Officer in gathering necessary spare parts and tools, and for coordination with the Engineering Department. Working with an old edition of the operations manual, CPO Jones and his four men accomplished the task on time.

c. LT Libby, the Engineering Officer, inspected the vapor compression distilling units and determined the need for an extensive overhaul of one. He also determined that the other unit could provide all the necessary fresh water for the ship for a period of two weeks. After checking that the storeroom had the necessary spare parts and tools, LT Libby assigned his assistant, LTJG Robbins, the task of supervising the overhaul. He provided Robbins with 7 men and allotted him two weeks to complete the job. More men were on standby in case Robbins needed them.

d. LT Mackee, the Supply Officer on a destroyer, assigned 1st Class Storekeeper Clemson the task of supervising the ship's replenishment. The chief storekeeper was on emergency leave, and Clemson, who had only served on aircraft carriers, was to order fresh and frozen foods, coordinate all delivery dates, ready the storeroom, and organize working parties to load everything. After instructing Storekeeper Clemson, LT Mackee went on a week's leave.

Question 7.

From the following choices select the statement which describes the importance of delegating authority.

a. Delegation of authority permits the development of the skills and capabilities of subordinates as well as those of the person delegating.

b. Delegation of specific grants of authority for specific duties makes it possible for a superior to cope with his responsibilities which frequently are numerous, complex, and time consuming.

c. Delegation of authority permits subordinates to carry out their responsibilities with proper authority without diluting the overall responsibility of a superior.

d. All of the above

Question 8.

You are assigned to duty at the Naval Academy. One of your primary responsibilities is serving as Protocol Officer for the Superintendent.

How would you organize your Protocol Section knowing that the Midshipman Deputy Brigade Commander is designated to act as official host for all guests visiting the Naval Academy in an official capacity, and to coordinate all details of protocol?

a. Have the Deputy Brigade Commander notified of the time and date of official visitors, then leave all the arrangements to him.

b. Give the Deputy Brigade Commander a check-off list to use as he coordinates details of protocol.

c. Divide the tasks up into--meeting and greeting--honoring--briefing--housing and feeding--entertaining and transporting--insure that someone is assigned to each task and check all facilities at your disposal. Coordinate with the Deputy Brigade Commander as to the performance of each task.

d. Plan to handle all the tasks alone, keeping the Deputy Brigade Commander informed as to the details.

Question 9.

LTJG Holmer has been designated by his Captain to organize and conduct classes in OOD duties for the new junior officers. He has been given three assistants to help set up the classes, and he is preparing to assign their tasks to them.

Select the combination that represents the best grouping of tasks to be assigned to the three assistants.

1) Assembly of instructional materials
2) Checking classroom availability
3) Outlining course content
4) Developing lectures
5) Scheduling class hours
6) Booking classroom space for use by LT Holmer
7) Checking storeroom for paper, pencils and other supplies

a. 1, 2, 6
3, 4
5, 7

b. 1, 7
3, 5, 6
2, 4

c. 1, 5
2, 3, 4
6, 7

d. 1, 7
2, 5, 6
3, 4

Question 10.

The following list contains several drills normally conducted aboard ship.

Select the pairing of items which is not homogenous.

1) General quarters
2) Fire
3) Collision
4) Fueling
5) Flooding

a. 2 and 3
b. 2 and 5
c. 1 and 4
d. 1 and 3

BLANK

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT V

REMEDIATION TEXT Linear Text - Volume V-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-3
2	a	Pages 4-8
3	b	Pages 9-14
4	b	Pages 9-14
5	c	Pages 15-17
6	c	Pages 25-26
7	d	Pages 15-17
8	c	Pages 21-29
9	d	Pages 22-24
10	c	Pages 22-24
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment VI
Organization: Structure

Linear Text
(HLT)

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

FOREWORD

> *"The structure of any organization must reflect not only the logic of the work to be done, but also the special aptitudes of the particular human beings who are brought together in the organization to carry through a particular project. It is the men and not the organization chart that do the work."*
>
> *James D. Mooney*

The form of the organization and the several internal types of organizational building blocks that constitute the complete organizational structure will be studied in this segment. Definition and differentiation between the line and staff and functional organization will be explained. The use of diagrams to aid in the study and analysis of good and bad organizational structures will also be explained.

As a military manager you must be familiar with the various forms of organization and the purpose for which they are designed.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PART FIVE
SEGMENT VI

ORGANIZATION: STRUCTURE

Introduction

People organize, or are organized, into groups for such diverse purposes as to provide social interaction, to solve problems, or to accomplish tasks. Members of a group follow ordered patterns of interaction to achieve the group's goal. The patterns of interaction are called the structures of the group or of the organization. Some different types of organizational structures are presented in this segment, along with their purposes, characteristics, and advantages and disadvantages.

---

1 The structure of an organization provides for division of work, assignment of authority, and the establishment of authority relationships. In short, it enables the organization to achieve its goal.

Which of the following best states the purpose of organization structure?

a. It prevents the division of work, assignment of authority, and the establishment of authority relationships.

b. It provides for the division of work, assignment of authority, and the establishment of authority relationships.

2 Though organizations may have both formal and informal structure, we shall concern ourselves here with only formal structure, specifically, only those types of formal structure which are found in most military organizations. These types of organization structure are: line, line and staff, and functional.

Which of the following statements is true?

a. The types of formal structure found in military organizations are: line, line and staff, and functional.

b. The types of informal structure found in military organizations are: line, line and staff, and functional.

c. There is only one type of organizational structure: that is, formal. Formal organization structure may be one of three types: line, line and staff, or functional.

---

3 Which of the following best states the purpose of the formal organization structure found in the U. S. Navy?

a. It ensures the accomplishment of the mission by establishing firm interpersonal relationships and allowing individual freedom according to the situation.

b. It ensures the accomplishment of the mission by providing for the division of work, the assignment of authority, and the establishment of authority relationships.

$\boxed{4}$ Military organizations generally have formal structure because formal structure serves as the best foundation upon which the efforts of a large number of people may be coordinated. Circumstances and type of goal then dictate which type of formal structure--line, line and staff, or functional--is used.

Which two statements are correct?

a. The best foundation upon which the efforts of a large number of people may be coordinated is the formal structure.

b. Line, line and staff, and functional structures are informal structures.

c. Only a line, a line and staff, or a functional structure can be used in any one organization.

d. Purpose and circumstances dictate which type of formal structure--line, line and staff, or functional--is used.

5 Line structure provides an unbroken line of authority among those components of an organization which are directly responsible for accomplishment of a mission.

Line and staff structure combines line elements, which are directly responsible for the accomplishment of the mission, and staff elements, which furnish technical guidance and services in specialized areas.

Functional structure enables a "functional" supervisor, regardless of line or staff affiliations, to exercise authority over the performance of a particular function.

Match the following.

Type of Structure	Coordinates personnel to provide for
a. Functional	1) Direct accomplishment of the mission under an unbroken chain of authority
b. Line	2) The carrying out of a particular function, regardless of line or staff affiliations
c. Line and staff	3) The guidance and service of a staff of specialists to aid those directly responsible for accomplishing the mission

6 The line is the simplest form of organization structure. It consists of an unbroken chain of authority within the command. The Midshipman Company in the Brigade is an example of line structure. Here, the Company Commander and the Platoon Leaders form an unbroken chain of authority within the command. In a pure line structure, the head of each organizational component has complete responsibility for all functions required to accomplish the mission. Pure line structure is found mainly in small organizations, but as you can see, it is not practical for larger ones.

Which of the following statements describe a pure line structure?

a. Provides an unbroken chain of authority within the command

b. The simplest form of organization structure

c. Grants the head of each organizational component complete responsibility for all functions required to accomplish the mission

d. All of the above

---

7 Consider a ship that is organized for combat and that has the primary objective of seeking out and destroying the enemy.

Line departments on this ship would be: (Choose one.)

a. Supply, Medical, and Comptroller

b. Navigation, Operations, and Engineering

c. Both of the above

d. None of the above

8 The advantages of a pure line structure are:

1) It facilitates rapid action and decision-making
2) It permits clear lines of communication

The disadvantages of a pure line structure are:

1) It may be inflexible
2) It may be operated on a dictatorial basis
3) It will not operate efficiently in large commands

Match the terms on the left with the appropriate numbered statement. (One of the numbered items does not match either of the lettered terms.)

a. Advantage of line structure
b. Disadvantage of line structure

1) Permits clear lines of communication
2) May be inflexible
3) Will not operate efficiently in large commands
4) Facilitates rapid action and decision making
5) Cannot be operated on a dictatorial basis
6) May be operated on a dictatorial basis

9 A line and staff structure is one in which the line elements perform the functions directly related to the mission, while staff elements furnish technical guidance and services in specialized areas, such as personnel, legal, comptroller, etc. Both line and staff derive their authority from the same command.

Which of the following correctly describes the operation of a line and staff organization structure?

a. The line people perform "planning" and service type functions whereas the staff people perform the "doing" type functions.

b. The staff people perform the "planning" and service type functions whereas the line people perform the "doing" type functions.

10 At the Naval Academy the Battalion Staff has a Battalion Operations Officer who advises his Battalion Commander and Company Commanders concerning such activities as intramural sports competition and assists the Battalion Commander in organizing and controlling the athletic program of the Battalion.

Which is true of the line and staff structure described?

a. The Battalion Operations Officer furnishes a direct line of authority between the Battalion Commander and the Company Commanders.

b. The Battalion Operations Officer is furnishing technical guidance and services to the Company Commanders as well as to his Battalion Commander.

11 Several specialized areas in which staff elements may furnish the line with technical guidance and services are supply, personnel, medical, dental, or legal matters. The use of staff elements in this way may also enable more efficient use of critical personnel. These are characteristics of line and staff structure:

1) The staff's main objective is to provide the line with recommendations and services, technical assistance and guidance.
2) Both line and staff officers derive their authority from the same command.
3) Each person in the line and staff organization is directly responsible to one superior, yet he can receive specialized assistance and advice from staff experts and technicians who report to other superiors.
4) Each staff unit must have a line organization within itself.

What is the main objective of the staff element in a line and staff structure?

a. To enable the line officers to derive their authority from another command

b. To provide the line with recommendations and services, technical assistance and guidance

c. To create a line organization within itself

12 In the military, command departments are headed by line officers. Support departments are headed by staff officers.

Which of the following correctly defines a line and staff structure?

a. A line and staff structure is a structure in which line elements perform the functions directly related to the mission, and staff elements furnish technical guidance and services in specialized areas. Staff units supplement the line structure.

b. A line and staff structure is a structure that provides recommendations, services, technical assistance, and guidance.

c. A line and staff structure performs through an unbroken line of authority only those functions that directly accomplish the primary objective of the command.

---

13 Most present day naval organizations have line and staff organization structure.

In which of the following is a line and staff structure indicated?

a. On a DD whose mission is to protect a carrier: the CO's relationship to the Weapons Officer

b. On a repair ship whose mission is to repair other ships: the relationship between the CO and the Repair Officer

c. At the Naval Academy: the relationship between the Deputy Commandant and the 2nd Battalion Officer

d. At the Naval Academy: the relationship between the Battalion Commander, the Battalion Supply Officer, and a Company Commander

14 There are two advantages to a line and staff structure. First, it provides for increased operational efficiency and for undivided authority and responsibility, while permitting the staff to contribute their specialized knowledge and/or skills. Second, it permits the line to concentrate on functions which are directly related to the prime objective.

These advantages make clear why a line and staff structure is used in organizing which of the following?

a. A landing party

b. An entire fleet

c. Both of the above

d. None of the above

---

15 In a line and staff organization structure, the line may fail to accept or use staff's recommendations. Also, the line may resent staff recommendations and feel that staff is interfering with their functions.

The above are clearly: (Choose one.)

a. Disadvantages of the line and staff structure

b. Advantages of the line and staff structure

16 A third type of formal organization structure is the functional structure. In a functional structure the authority of staff goes further than in a line and staff structure. A functional structure gives certain designated staff members the power to place their recommendations into effect under the concept of delegated "functional authority." For example, a Flight Surgeon might be delegated "functional authority" to take a pilot off flying status for some physical reason.

Which of the following correctly defines a functional structure?

a. The structure in which line elements perform the functions directly related to the mission, and staff elements furnish technical guidance and services in specialized areas

b. The basic hierarchy of elements that provides an unbroken chain of authority within the command and that contributes directly to accomplishing the primary objectives of the command

c. An organizational structure in which staff supervisors have functional authority over line personnel in matters concerning a particular function.

---

17 In a completely functional organization structure, each functional supervisor would have complete authority throughout the organization for the performance of the function; he gives orders to line personnel concerning the specific function, and sees that recommendations are carried out.

Experience has shown that completely functional structures have not been operated satisfactorily. However, functional structures operate successfully when their authority and scope are well defined and when there is a strong line and staff organization structure. In such cases, it makes best use of expert knowledge.

Which is true of functional structure?

a. It is successful only when the entire organization is structured according to function.

b. Experience has shown that it is incompatible with the line and staff structure.

c. It can operate successfully within a strong line and staff structure provided its amount and scope are well defined.

---

18 As we have previously stated, the advantage of functional structure is that used judiciously, it makes the best use of expert knowledge. The disadvantages of functional structure are, though, that, (1) conflicts in authority may arise, (2) difficulty in fixing responsibility may result, and (3) initiative may be stifled.

Select the disadvantages of the functional structure from the following list.

a. May give rise to difficulty in fixing responsibility

b. May stifle initiative

c. Makes best use of expert knowledge

d. May cause conflicts in authority

19 In many cases, a command may be a composite of line, line and staff, and functional structures. The nature of operations at each level is usually the factor which determines the structure used. For example, a large naval station may have a line and staff structure at the activity level, a functional structure at the departmental level, and line structures at the division and branch levels. It is usually impractical to have more than one type of structure at any one level.

How would you best define a composite organization?

a. An organization which has several different structures within it, each at different levels of operation

b. An organization which has several different structures within it, all at the same level of operation

c. An organization which changes its structure according to the nature of the operation

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SUMMARY: You have learned in this segment that an organization has a definite structure. This structure may be either formal or informal, according to the kind of group or the particular situation. Three types of formal organizational structure have been defined, i.e., line, line and staff, and functional. You have studied the advantages and disadvantages of each, as well as the purposes and characteristics of each.

This is the end of Part Five, Segment VI.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment VI
Organization: Structure

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

ORGANIZATION: STRUCTURE

PROGRESS CHECK

Question 1.

Which of the following correctly describes the purpose of structure?

a. Structure provides for the division of work, assignment of authority and the establishment of authority relationships within an organization.

b. Structure provides organizational objectives around which an organization is formulated. Thus, the organization can function in a self-sufficient and self-supporting manner.

c. Structure is the basic shaping of an organization according to a pattern, thereby allowing only a pre-determined order or system of hierarchy to develop.

d. Structure is the basic foundation of an establishment which has certain basic policies, both written and unwritten. It prevents development of a set hierarchy within the organization.

Question 2.

Which of the following statements correctly compares and contrasts line, line and staff, and functional structures?

a. Both line, and line and staff are the formal types of structures in an organization; functional structure in an organization is the informal structure.

b. Line, line and staff, and functional structures are each formal type structures. Each is based on authority and responsibility; line is the authority, staff is responsible, and functional is supportive.

c. Line structures group those components of an organization which are directly responsible for the accomplishment of a mission into an unbroken line of authority. Line and staff structures combine line elements with those staff elements furnishing technical guidance and services in specialized areas. Functional structures group components which have similar functions, regardless of line and/or staff affiliations, for the purpose of accomplishing a specific task.

d. Although line, line and staff, and functional structure derive their authority from the same source, line has more authority than functional, and functional has more authority than staff.

Question 3.

Which is a correct statement about line structure?

a. Line structure supplements staff units. The line structure is formulated such that it can provide recommendations and service, technical assistance and guidance.

b. Line structure is the basic hierarchy of elements which provides an unbroken chain of authority within the command, and which contributes directly to accomplishing the primary objectives of the command.

c. Line structures are additional units within the organizational structure. Their service is to provide special services to the mission.

d. "Departmentation" is another term often used synonymously with line structure.

Question 4.

Which of the following descriptions of organizational structure describes a line and staff structure?

a. The Medical Officer aboard ship cannot go directly to a command department head and direct him to provide leave for certain personnel for medical reasons. He must address his request to the Executive Officer instead.

b. Each large division aboard ship has a division officer, a junior division officer, and a division training officer. Each of these individuals reports directly to the department head.

c. The Medical Officer heads the Medical Department and represents the CO in all matters pertaining to the Medical Department. All medical officers, even those assigned to squadrons as flight surgeons, report to him in the performance of their duties.

d. The Reenlistment Officer of a command oversees the command's reenlistment program. Reenlistment petty officers (career counselors) from each division carry out the program of the Reenlistment Officer, reporting directly to him in regard to their duties in the program, and they meet with him periodically.

Question 5.

Select the statement which identifies the main objective of staff departments.

a. Staff departments have responsibility for most functions directly related to the mission.

b. Staff departments provide technical recommendations which must be followed by the line officers.

c. Staff departments provide recommendations and service, technical assistance, and guidance.

d. Staff departments are responsible for the supervision of line officers in the performance of mission functions.

Question 6.

Select the description of an organizational structure which describes functional structure.

a. It is an organization in which the Medical Officer acts in an advisory capacity to the Commanding Officer in matters pertaining to sanitation and hygiene.

b. It is an organization in which the Marine Detachment Commanding Officer has a dual role: as a division officer in the Weapons Department, and in a somewhat similar position to a department head with respect to the administration of the Marines aboard.

c. It is an organization in which the Weapons Officer is responsible for the maintenance, storage, and operation of various caliber weapons throughout the ship.

d. It is an organization in which the Damage Control Assistant in the Engineering Department supervises watertight and airtight closure of doors, hatches, ports, ventilating piping, and drainage systems throughout the ship.

Question 7.

Which of the following statements best defines functional structure?

a. An organization structure which reflects both common goals and motivations of group members irrespective of the formal structure and the differentiation likely within a large command.

b. An organization structure created to stimulate better management by use of leaders who realize the formal organization will not fully accomplish the mission.

c. An organization structure where functional supervisors give orders to line personnel in matters concerning a particular function and see that these orders are carried out.

d. An organization structure having more authority than either line or staff structures; it maintains control through policies and directives.

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PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT VI

REMEDIATION TEXT Linear Text -- Volume V-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-2
2	c	Pages 4-5, 7-8; 11-12
3	b	Pages 4-6
4	a	Pages 7-10
5	c	Pages 7-8
6	d	Pages 11-12
7	c	Page 11
8	☐	
9	☐	
10	☐	
11	☐	
12	☐	
13	☐	
14	☐	
15	☐	

PROGRAM FRAME ANSWERS

PART FIVE

Segments I, II, III, IV, V & VI

PROGRAM FRAME ANSWERS

PART Five SEGMENT I TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	c
2	b
3	d
4	c
5	b
6	c
7	a
8	d
9	a
10	a
11	b
12	b
13	c
14	c
15	a
16	c
17	a
18	d
19	b
20	NO RESPONSE
21	c
22	a
23	b
24	b
25	b
26	c
27	b
28	b
29	a
PROGRAMED SEQUENCE 2	
1	c
2	b
3	a
4	c
5	d
6	b
7	b
8	b
9	a
10	a
11	b
12	a
13	a
14	b
15	c
16	c
17	b
18	b
19	b
20	a
21	a
22	d
23	c
PROGRAMED SEQUENCE 3	
1	c
2	b
3	a
4	c
5	b
6	c
7	d
8	b
9	a
10	NO RESPONSE
11	a
12	b
13	a
14	c
15	b
16	a
17	c
18	c
19	a
20	c
21	c
22	b
23	a
24	b

PROGRAM FRAME ANSWERS

PART Five SEGMENT II TYPE Syndactic Text PAGE 1 OF 2 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b,d
2	NO RESPONSE
3	4
4	c
5	b
6	NO RESPONSE
7	b
8	b
9	b
10	a
11	c
12	b
13	a
14	c,d
15	a,b,d
16	b
17	NO RESPONSE
18	a
19	a
20	NO RESPONSE
21	NO RESPONSE

FRAME OR QUESTION NUMBER	CORRECT ANSWER
22	b
23	b
PROGRAMED SEQUENCE 2	
1	b
2	a
3	a
4	b
5	b
6	a
7	b
8	b
9	c
10	c
11	b
12	a
13	a,b
14	a
15	b
16	a-2,5 b-1,3,6
17	b,c
18	a
19	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
20	b
21	a
22	a
23	b
24	b
25	a-1,3,5 b-2,4,6
26	3
27	a-1,2,3,4,5,6 b-1
28	a
29	a
30	b
31	b
32	a
33	b,c
34	b
35	a
36	c
37	a
PROGRAMED SEQUENCE 3	
1	b
2	a,c

FRAME OR QUESTION NUMBER	CORRECT ANSWER
3	b
4	b
5	a
6	c
7	c
8	a
9	b
10	a
11	a
12	c
13	b
14	b
15	c
16	b
17	a
18	b
19	c
20	a
21	a
22	NO RESPONSE
23	c
24	b,c

PROGRAM FRAME ANSWERS

PART Five SEGMENT II TYPE Syndactic Text PAGE 2 OF 2 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
25	c
26	b
27	b
28	a
29	b
30	a-2,3,5 b-1,4

PROGRAM FRAME ANSWERS

PART Five SEGMENT III TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	b
2	NO RESPONSE
3	a,b
4	c
5	b
6	No RESPONSE
7	a
8	NO RESPONSE
9	b,c,e
10	NO RESPONSE
11	b
12	b
PROGRAMED SEQUENCE 2	
1	NO RESPONSE
2	a
3	NO RESPONSE
4	b
5	c
6	d
7	NO RESPONSE
8	a,b,e
9	b
10	NO RESPONSE
11	NO RESPONSE
12	a,c
13	a
14	NO RESPONSE
15	b
16	NO RESPONSE
17	b,c,d,f
18	b,c,d
PROGRAMED SEQUENCE 3	
1	NO RESPONSE
2	NO RESPONSE
3	a
4	NO RESPONSE
5	NO RESPONSE
6	NO RESPONSE
7	c
8	b
9	NO RESPONSE
10	NO RESPONSE
11	c
12	b
13	c
14	a
15	b
16	NO RESPONSE
17	b
18	c
19	NO RESPONSE
20	a

PROGRAM FRAME ANSWERS

PART Five SEGMENT IV TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	No Response
2	b
3	No Response
4	a,b,d
5	No Response
6	a
7	c,e
8	No Response
9	No Response
10	No Response
11	a-4,b-1
12	a-under b-under c-over
13	No Response
14	No Response
15	a
16	No Response
17	b
18	a-long b-short
19	No Response
20	c
21	b
22	a
23	No Response
24	a-1 b-2
25	No Response
26	No Response
27	b
28	b
29	No Response
30	d
31	No Response
32	b
33	No Response
34	a
35	No Response
36	b
37	b
38	a
39	c
40	No Response
41	c
42	No Response
43	a-4;b-1, 2; c-3
44	b

PROGRAM FRAME ANSWERS

PART Five SEGMENT V TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	No Response
2	a
3	No Response
4	b
5	No Response
6	No Response
7	No Response
8	a-3,b-4 c-2
9	No Response
10	b
11	No Response
12	a-Yes b-Deputy Commandant
13	No Response
14	No Response
15	c
16	No Response
17	No Response
18	b,d,e
19	No Response
20	a
21	No Response

FRAME OR QUESTION NUMBER	CORRECT ANSWER
22	No Response
23	b
24	No Response
25	b
26	No Response
27	a
28	No Response
29	No Response
30	c
31	No Response
32	No Response
33	b
34	No Response
35	b
36	No Response
37	No Response
38	No Response
39	b
40	No Response
41	No Response
42	No Response
43	No Response

FRAME OR QUESTION NUMBER	CORRECT ANSWER
44	a,c
45	No Response
46	b
47	No Response
48	a
49	No Response
50	No Response
51	No Response
52	b
53	No Response
54	c
55	No Response
56	c
57	No Response
58	No Response
59	No Response
60	b
61	No Response
62	No Response

PROGRAM FRAME ANSWERS

PART Five SEGMENT VI TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	b
2	a
3	b
4	a,d
5	a-2,b-1 c-3
6	d
7	b
8	a-1,4 b-2,3,6
9	b
10	b
11	b
12	a
13	d
14	c
15	a
16	c
17	c
18	a,b,d
19	a